NUMBER 17

PRACTICAL SUGGESTIONS for TEACHING

ALICE MIEL, *Editor*

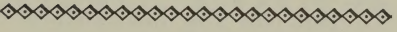
A Classroom Teacher's Guide to Physical Education

C. ERIC PEARSON

BUREAU OF PUBLICATIONS
TEACHERS COLLEGE, COLUMBIA UNIVERSITY

Practical Suggestions for Teaching

Edited by **Alice Miel**



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A Classroom Teacher's Guide to Physical Education

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A Classroom Teacher's Guide to

PHYSICAL EDUCATION

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Editor's Introduction

THE AUTHOR OF THIS SEVENTEENTH VOLUME IN THE SERIES Practical Suggestions for Teaching has a rare gift. Although a specialist, he seems to look at his area of interest as if he were truly inside the skin of a classroom teacher. He understands the fears of the nonspecialist in physical education; he knows the key questions frequently asked by such a person and, as a result, his answers have a down-to-earth quality. Part of Dr. Pearson's success in communicating his feeling for the classroom teacher's problem comes also from his ability to put himself in the place of the children—to feel the fears, or the joys, each one may be experiencing at "phys ed" time. Therefore living teachers and children come through to the reader in the author's writing.

An additional strength of the writer is his deep conviction that a program of physical education can and must have appeal and value to every child. One comes from the reading of the book with the impression that the classroom teacher's finest contribution in physical education may be to guarantee to those outside the group of star athletes their chance to find delight in the skillful use of their bodies.

The teacher who is ready for the help of a consultant in physical education will find in Dr. Pearson a useful long-distance helper.

ALICE MIEL

Preface

A SOUND PHYSICAL EDUCATION PROGRAM IS REWARDING—TO THE CHILD, and to the teacher. The ideas in this book are presented with the hope that teachers and pupils may realize and enjoy the lifelong rewards which physical education experiences offer.

Guides to program planning and discussion of common problems are presented to facilitate more insightful teaching and functional teacher-pupil relationships. The problem-type approach is used so that readers may share in the discussion of actual situations which have confronted their fellow-teachers in various parts of the country.

Many people have contributed to the preparation of this book. I am especially grateful to Professors Alice Miel, Harry A. Scott, and Willard Elsbree of Teachers College, Columbia University for the guidance, encouragement and special help they have given. Sincere thanks go also to G. Arthur Tindall, Louis E. Means, Richard Benthin, Darrell Smith and Mildred E. Ruff for contributing practical suggestions and offering continual inspiration; and to Winifred Robinson, Dr. Helen Fisher and Ann Easterbrooks Pearson for their helpful readings of the manuscript. I am most appreciative of the long period of patience and cooperation given by my wife, Ann, and daughter, Laurie, while the book was being written.

C. E. P.

Contents

A Classroom Teacher's Guide to Physical Education

CHAPTER I

The Classroom Physical Educator

THE TEACHER IN THE SELF-CONTAINED CLASSROOM MUST BE "ALL THINGS to all children" for a major portion of the day. The day-to-day role as program maker, guidance worker, participant, evaluator, demonstrator and resource person necessarily demands of the teacher great mental, physical and emotional output. Not only is he expected to teach the so-called "solid subjects," but he is also responsible for providing pupils with sound educational experience in such "doing" fields as music, art and physical education. In view of the total school load, one can well understand the feelings of the teacher who asks, "I have never had preparation in physical education. Do I dare take responsibility for teaching it in my classroom?"

The Classroom Teacher Holds the Key

Though the teacher may have had no specific courses in physical education, nor experience in planning a balanced program, he is still presumably the expert on his own class group. He knows what these children are like, and what opportunities they need to help them learn and grow. More important than technical skill in physical education —such as being a good softball player—is this intimate knowledge of the total growth and fitness of children. For into total fitness is integrated physical fitness.

The Classroom Teacher as the New Physical Educator

Realization of his strategic position, and an ever growing awareness of the vital role that good physical education can play in the child's life has prompted many teachers seriously to ask the question: "What is physical education all about anyway?"

Such a query often remains unanswered for the classroom teacher because he may encounter many differing points of view as to the real nature of physical education. For example, it is not uncommon to hear "physical education" used synonymously with such terms as games, play period, exercise, athletics, physical training, gym, sports or calisthenics. Actually, none of these fully explains or describes physical education in its broad concept. Some of them may even stimulate negative or narrowly conceived opinions. The new physical education as it is now taught by the elementary classroom teacher is more than mere exercise or games. It consists of carefully chosen physical activities which can be conducted to meet satisfactorily the characteristics and needs of children in their environments and evoke desired outcomes. Physical education is not just muscle training. Rather, it is the education of the total child through the medium of physical activity, better enabling him to function to his maximum ability. It also offers a laboratory of human relations, in which class and school morale can be built.

As in other areas of the curriculum, the fulfillment of the true purposes of physical education for any given group of children can more easily be attained by a person who is fully versed in the growth and development patterns of these children. Fortunately, in the self-contained classroom, teacher focus in physical education is on the child's total health and fitness. From the standpoint of over-all attitude and understanding, this teacher is in a most favorable position to teach physical education.

Need for Practical Help

Most classroom physical educators have not had many, if any, college courses in physical education. Nor do they have district specialists or consultants available who can be on hand to help solve immediate problems and plan the long-range program. For these reasons it is

common to find the teacher who has the interest and potential ability to give his class physical education, but is confronted with too many problems which he is unable to attack.

Major Problem Areas

The problems met by the classroom physical educator, although diversified in nature, can usually be classified into broad general categories. The ensuing chapters will be organized into these major problem areas. Within these chapters, practical ways of attacking specific problems will be discussed.

Understanding program content. The classroom teacher asks, "What experiences should I provide for my pupils? I teach games during physical education periods. Is this sufficient?" Chapter 2 discusses such practical questions as these, as well as other considerations entailed in understanding desired outcomes, selecting the skills and activities to be taught, and planning their over-all scheduling and presentation.

Short-range planning. "I utilize class interest by allowing my pupils to choose diversified activities. Isn't this one of the best ways to motivate the learning of physical skills?" The implications of this question lie within the area of short-range planning, involving teacher preparation; scheduling problems; class organization and management; integration; teacher-pupil planning; physical education units; and lesson plans, as discussed in Chapter 3.

The teacher in action. Though the teacher may have a well-balanced program and ample short-range plans, he may still find a myriad smaller and somewhat unrelated problems appearing in the actual teaching situation. These may be due indirectly to inadequate facilities, or age-level characteristics, or even to one outstanding problem child in the class. As one fifth-grade teacher expressed it, "I would feel more confident to teach physical education if I had a few more answers in such trouble areas as prevention of injuries on the blacktop; nonparticipation in rhythmical activities; and the demonstration of ball skills." Chapter 4 is devoted to those problems which are often met by the teacher in action.

Measuring physical performance. "My pupils play games well, and seem to have all the physical skills they need. But how can I be sure they have learned all the skills they should have?" Chapter 5 discusses objective testing in physical performance and includes tech-

niques for testing; factors involved in testing; and the use of test results.

Facilities, equipment and supplies. Chapter 6 covers the range and use of the spaces and tools necessary to implement a sound program. It is concerned with problems caused by supply and equipment shortages, small budgets and inadequate arrangement of play areas.

Sources for creative ideas. Creative use of resources lies with the individual teacher. The mere mention of a source may cause each hearer to envision a separate and novel use of it. Often, the teacher's need may be but to recall a few long-unused resources for his ingenuity to begin to function. Chapter 7 discusses many resources that are often used in other curriculum areas but are sometimes forgotten or unfamiliar to physical education.

It is not likely that any group of practical suggestions in physical education could possibly answer all the problems of the classroom teacher. It is hoped that the implications developed in the discussion of the problems here can be applied by many classroom physical educators to their own individual situations.

CHAPTER II

Understanding Program Content

LONG-RANGE PLANNING IN PHYSICAL EDUCATION CAN BE INHIBITED BY hazy recognition of desired outcomes. It can be restrained by a nebulous focus upon these outcomes. Specific knowledge in what constitutes the fitness skills can serve to motivate such planning by the classroom physical educator.

Understanding the Outcomes of Physical Education

Many outcomes can be expected to evolve from a balanced and continuous physical education program. These cut across the whole personality, character, and physical being of the child and can remarkably alter the profile of the social groups in which he exists. These outcomes may be expected in all the major areas of life, including the physical, social, emotional, intellectual, and recreational. Such outcomes constitute many of the competences necessary for total fitness.

Physical Outcomes

Much emphasis is now being placed on seven aspects of physical fitness: (1) strength; (2) coordination; (3) endurance; (4) agility; (5) speed; (6) flexibility; and (7) balance. These attributes, essential to healthy bodies, are measured largely through accomplishment in the physical skills.

Sound preparation for continuing physical fitness, a major need

for leisure-time use, may well begin when young children first receive personal satisfaction and enjoyment from skills learned. The amount of enjoyment and self-expression which a child finds in play is often directly proportional to the degree of skill he has acquired.

Large-muscle activity. Many neuromuscular skills make use of the large muscles of the body. The child's growth is dependent on the social need for meaningful large-muscle activity. For example, when he climbs a rope, chins a bar, leaps over an obstacle, or throws a ball in a game situation, he is inwardly satisfying his urge to express and control his response to physical and social stimuli. His degree of success in these and other endeavors bears directly on his social, intellectual, and emotional adjustment in the future. The less skillful child often builds up feelings of fear and anger when confronted with obstacles in physical activities. Success in physical activity is a basic necessity for healthful living. Physical educators are sometimes criticized because not all children are guided into vigorous muscle activity. Four classic examples which bear out this criticism are traditional dodge ball, kickball, softball and certain large team relays, where a few pupils are active, while the majority have little large-muscle exertion. If this type of activity is useful in the program for other reasons, it must be counterbalanced so as to assure every pupil such outcomes of large-muscle activity as strength, stamina, and endurance to carry on daily tasks without undue fatigue.

Basic motor skills. Good body mechanics and safety skills, as developed through large-muscle activities, are closely related to the basic motor skills. In teaching the basic motor skills, such as running, jumping, walking, leaping, hanging, throwing, and catching, it must be remembered that the desired outcome is *not* the mere ability to perform each skill. Rather, it is the over-all development of the neuromuscular coordinations that enables the child to function successfully in the physical demands that may arise.

Grouping skills by grade level. A common question asked by teachers is: "What physical skills are appropriate for my class?" Actually, very little research has been carried on to verify specific achievement standards for physical skills on any one grade level. No lower-age limit can be set for the beginning of neuromuscular activity, as evidenced by the fact that one sees such beginnings even in the newborn. But, one can recognize certain motor skills that are necessary to all children

of elementary-school age, and certain other, more advanced, physical skills that are more often developed in the middle-childhood years.

Essential skill goals. The major physical skills, in which children of all ages should progressively develop recognized good form, are included in the following list. Practice of these skills should begin in the early and middle-childhood years so as to serve the individual throughout his lifetime.

SKILL GOALS: ALL LEVELS

Physical Skill	*Grade*
LOCOMOTOR SKILLS[a]	
Walking (correctly)	K[b]
Jumping horizontally and vertically (with feet together)	K
Galloping	K
Skipping (using both feet)	K
Running (correctly)	K
Hopping (using either foot equally well)	K
Leaping	1[c]
Sliding (step and hop to the side, drawing one foot to the other, as in dodging)	1
Using above body movements in combination (i.e., running and jumping)	2-3[d]
BODY MECHANICS AND SAFETY SKILLS[e]	
Locomotor skills as listed above	
Climbing	K
Pushing, pulling or lifting objects	K
Sitting (correctly)	K
Relaxing (on call)	K
Standing (correctly)	K
Hanging (both hands)	K-1
Lifting (proper methods)	K-1
Balancing (on either one or both feet)	1
Falling (on mat or grass)	1
Landing on feet after jumping off object	1
GAME SKILLS[f]	
Locomotor, body mechanics and safety skills as listed above	
Stooping and squatting (correctly)	K
Catching ball (above and below waist)	1
Tossing ball vertically and horizontally (underhand, using 2 hands with feet in stride position)	1

Throwing ball (underhand, sidearm, chest or overhead, using hands)	1
Rolling (bowling) ball underhand	1
Dodging ball or person	1
Stopping	1
Turning or twisting (simple pivoting)	1
Tagging (correctly)	1
Bouncing ball (dribbling) to self and to others	1-2
Kicking soccer-kickball-type ball	1-2
Passing (with hands and feet) objects of various sizes for eye-hand, eye-foot coordination	1-2
Batting or striking stationary ball with hand (heel or palm)	2
Executing combinations of the above skills in games appropriate for grade level	

RHYTHM SKILLS [g]

Creative use of motion to express feelings or simple ideas	K
Fundamental rhythm skills (locomotor) in rhythm to music, singly or with a partner (e.g., hopping, walking, jumping, running, leaping, sliding, galloping, skipping, gliding)	K-1
Exploring space through movement	K-1
Fundamental rhythm skills (nonlocomotor) in rhythm to music (swinging and swaying, pushing and pulling, falling, stretching, bending)	K-1
Interpreting and responding to rhythm, tempo and moods in music	1
Executing combinations of the above skills in rhythmical activities appropriate for grade level	

STUNTS AND SELF-TESTING SKILLS [h]

Locomotor, game, body mechanics and safety, and rhythm skills as listed above	
Simple stunts and tumbling (mat work) activities, such as animal and other mimetics (e.g., lame-dog walk, crab walk, log roll, human ball)	K
Manipulating a plastic hoop using various parts of body	K
Simple balancing	1
Leaping over low obstacles (use high-jump standards with low crossbar on turf area)	1
Jumping horizontally	1
Rolling a ball for accuracy (between 2 lines or at pins)	1
Jumping rope (alone or with group)	1-2
Forward roll	2
Hopping for distance	2
Throwing a ball various ways for accuracy and distance	2
Fielding or stopping a fly or ground ball (large size)	2-3
Jumping and reaching for height	2-3

Apparatus activities such as hanging for time, climbing for safety, chinning the bar, rolling over the bar, landing from bar, and traveling from rung to rung on the horizontal ladder or traveling rings	2-3
Batting or striking a stationary ball with hand for accuracy and distance	2-3
Kicking a stationary ball for accuracy and distance	2-3
Backward roll	3
Climbing rope (or pole) for height	3
Running for speed	3
Catching a ball thrown from various angles and speeds	3
Kicking a moving ball for accuracy and distance	3
Feinting or dodging a ball or person, for agility	3
Batting or striking a moving ball with hand for accuracy and distance	3
Shoulder roll	3
Walking forward, sideways, and backward on 3"-4" balance beam or board	3-4 [i]

SKILL GOALS: MIDDLE-CHILDHOOD LEVEL

TOUCH FOOTBALL-TYPE SKILLS (FOR BOYS)

Forward passing a football	4
Catching a forward pass or kicked ball from stationary position	4
Place-kicking a football	4
Punting a football	4
Centering (passing back through legs) a football	4
Lateral (underhand) passing of a football	4
Catching a forward pass or kicked ball from running position	5 [j]
Carrying the ball while running (around Indian clubs)	5
Understanding playing positions in touch football-type lead-up games	6 [k]
Using above skills to play touch-football-type lead-up games appropriate for grade level	

SOCCER-TYPE SKILLS

Place-kicking a stationary or moving soccer-kickball	4
Punting a soccer-kickball	4
Throwing a soccer-kickball, using the overhead pass	4
Dribbling a soccer-kickball with the feet laterally, on ground (around obstacles)	4-5
Stopping or trapping (with body, knee, sole, or inside of foot) a soccer-kickball	5
Understanding playing positions in soccer-type lead-up games	6
Hipping, elbowing and shouldering a soccer-kickball	6
Using above skills to play soccer-type lead-up games appropriate for grade level	

VOLLEYBALL-TYPE SKILLS

Serving volleyball underhand (using heel or palm of hand)	4
Passing (hitting with fingertips) volleyball that comes overhead and below waist	5
Understanding playing positions in team game of modified volleyball	5
Recovering volleyball that rebounds from upper and lower sections of net	6
Setting up volleyball for spiker	6
Spiking volleyball over net (using good form)	6
Using above skills to play volleyball-type lead-up games appropriate for grade level	

BASKETBALL-TYPE SKILLS

Catching basketball above or below waist while in stationary or moving position	4
Passing a basketball to stationary or moving target using the underhand 1- and 2-hand pass, the 1- and 2-hand overhand pass, the chest pass, the overhead pass, and the bounce pass	4
Dribbling a basketball (with fingertips)	4
Pivoting (turning) from a stationary position	4
Shooting basketball at basket using the 1- and 2-handed push (chest) shot, and the 2-hand underhand shot	4-5
Guarding a player (in lead-up games)	5
Simple feinting and/or dodging a person while in the process of shooting, passing, or dribbling	5
Understanding playing positions in basketball-type lead-up games	6
Shooting basketball at basket, using the lay-up shot	6
Using above skills to play basketball-type lead-up games appropriate for grade level	

TRACK AND FIELD-TYPE SKILLS

Starting (kneeling and standing) position for running	4
Running (dashes)	4
Standing broad jump (2-foot take-off)	4
Running broad jump for boys (1-foot take-off)	4
Passing a baton in relay	4
Standing or running hop, step, and jump for boys	4
Running high jump (scissors) for boys (keep crossbar low to emphasize correct form)	6
Simple hurdling for boys over low obstacles (use high-jump standards and crossbar on turf area)	6
Executing above skills in school field days and play days	

SOFTBALL-TYPE SKILLS

Throwing a softball (overhand, sidearm, underhand)	4
Catching softball above or below the waist while stationary or moving	4

Fielding (catching and throwing back) a fly or ground ball	4
Batting a stationary (using a batting tee) or moving softball	4
Base running (correct path)	4
Self-service or fungo hitting (throw ball up for oneself)	4-5
Catching softball at bases	5
Underhand pitching	5
Understanding playing positions and team strategy in team game of softball	5
Bunting a softball (use soft softball)	6
Using above skills to play softball-type lead-up games appropriate for grade level	

INDIVIDUAL AND DUAL SPORT AND GAME-TYPE SKILLS

Pitching a horseshoe (rubber)	4
Pushing a shuffleboard disk with cue	4
Catching a ball with a plastic scoop	4
Throwing a ball with a plastic scoop	4
Hitting a suspended tetherball with either hand	4
Hitting a bouncing ball (four squares) with either hand	4
Fundamental swimming skills	4
Serving a handball underhand using the hand or paddle	5
Returning a handball rebounding from the wall with hand or paddle	5
Executing above skills in small-group games (recreational) appropriate for grade level	

RHYTHM SKILLS

Rhythm skills (fundamental) as listed above	4-5
Growth in performing polka, schottische, waltz, step-hop, two-step and mazurka steps in folk dances which are patterned around these steps	4-5
Growth in interpreting and responding to differences in musical moods and phrases	4-5
Growth in creating simple movements and dances	4-5
Growth in use of above skills to perform musical games, social (of the mixer type), folk and square dances appropriate for grade level	

STUNTS AND SELF-TESTING SKILLS

Shooting a basketball for increased accuracy	4
Jump and reach for height	4
Push-ups (knees) for endurance (girls)	4
Sit-ups for endurance	4
Serving a volleyball for accuracy	4
Dribbling a basketball for ball-handling accuracy	4
Pitching a horseshoe for accuracy	4
Pushing a shuffleboard disk for accuracy	4
Climbing rope (or pole) for speed	4

Jumping rope several ways	4
Bowling ball at pins for accuracy	4
Fielding a fly or ground ball for ball-handling accuracy	4
Passing or throwing a football, basketball or softball for accuracy and distance	4-5
Kicking a football and soccer-kickball for accuracy and distance	4-5
Catching a basketball (thrown), football (kicked or thrown), soccer ball (kicked or thrown), and softball (thrown or batted) for ball-handling accuracy	4-5
Laterally passing a football for accuracy	4-5
Running for speed and endurance (e.g., around the bases)	4-5
Standing and running broad jump for distance	4-5
Standing or running hop, step, and jump for distance	4-5
Chinning the bar for endurance (modified pull-ups, for boys)	4-5
Performing such stunts and tumbling activities as head stand, hand stand, cartwheel, squat head and hand balance, and simple small-group pyramids	5
Dribbling a soccer ball (with feet) for accuracy	5
Stopping or trapping a soccer-kickball for ball-handling accuracy	5
Centering (passing back through legs) a football for accuracy and distance	5-6
Batting a stationary (using batting tee) or moving softball for accuracy and distance	5-6
Pitching a softball for accuracy	5-6
Self-service or fungo hitting for accuracy and distance	5-6
Passing (hitting with fingertips) a high and low volleyball for accuracy	6
Progress in many of the stunts and self-testing skills listed above	

a. Fundamental to mastery of body movement through space on all grade levels.
b. Mastery usually begins in kindergarten but is continuous through the grades.
c. Mastery usually begins in 1st grade but is continuous through the grades.
d. Mastery usually begins in 2d or 3d grade but is continuous through the grades.
e. Fundamental to safe and efficient body movement in work and play on all grade levels.
f. Fundamental to efficient body movement in game-type physical activities on all grade levels.
g. Fundamental to efficient body movement in rhythmical activities on all grade levels.
h. Fundamental to efficient body movement in surmounting an obstacle on all grade levels.
i. Mastery usually begins in the 4th grade but is continuous through the grades.
j. Mastery usually begins in the 5th grade but is continuous through the grades.
k. Mastery usually begins in the 6th grade but is continuous through the grades.

Progression of skills. In using the foregoing roughly graded categories it should be noted that skills are always cumulative. For example, a third-grade teacher would be concerned that her pupils were

learning not only all the skills marked 3, but *also,* where necessary, those marked K, 1 and 2.

What may appear to be repetition of many skills under different categories of the above listings is really not mere repetition. It may be noted that as a particular skill is mentioned again (and even again), it gathers greater dimension than in its first simple listing. For example, whereas sliding, under locomotor skills, appears to be a very mechanical skill, it takes on greater meaning as a way of *dodging* under game skills; balancing on one foot, under body mechanics, progresses to *kicking* under game skills, and becomes more complex as *kicking a stationary ball for accuracy and distance* under stunts and self-testing activities, until it is finally listed under football and soccer type skills and advanced self-testing skills as *kicking a football and soccer-kickball for accuracy and distance.* This type of organization is presented so that no single skill may be viewed as an end in itself, but as an aid to an individual's ultimate participation in social groups.

Some children will need little help to master physical skills while others will struggle along without showing much progress from their efforts. This wide difference in skill proficiency is a primary point of consideration in the use of any graded list of skills. *No child should be urged to the point of developing anxiety over his inability.* The use of the principles of movement in the teaching of skills is very helpful, especially for those children who seem unable to develop proper form easily.

Principles of movement. For the teacher who says, "I don't feel competent to teach the physical skills; I don't even know whether I can throw a ball correctly, myself," the principles of movement provide a direct avenue of assistance. They may require a little study and experimentation, but they reward highly for the amount of time spent. Van Hagen, Dexter and Williams describe these principles in the following way:

> *The Principle of Opposition.* In all throwing and locomotor movements, the motion of arm and leg should be opposed. Thus, in throwing, right-handed children should be taught to move the left foot forward while the right hand makes the throw. Left-handed children should place the right foot forward while throwing with the left hand. . . .
>
> *The Principle of Energy Conservation.* It is undesirable in the perform-

ance of activities involving motor skills to employ more energy than is needed for the efficient performance of the movement. This principle is violated by pupils who do not know the correct way of performing an activity. . . .

The Principle of Follow-through. It has long been known in sports that expert performance depends upon the performer's following through with the body any swinging or striking movement made with the arm or any kicking movement made with the leg. Thus, in batting a ball with the hand as in volleyball, one should continue the force of the movement after the impact of the hand with the ball. In throwing a ball, one should follow through with the body the movement that is started with the arm. . . .

The Principle of Objective Focus. Children learn more rapidly all throwing and batting skills if they learn to keep their eyes fixed on the objective. Sometimes the objective is the ball one is trying to hit or catch; at other times the objective is the target or goal that one is trying to hit with the ball. For example, in pitching horseshoes and throwing a ball, the performer should keep the eyes on the target. In batting a ball and catching a ball, he should keep his eyes on the ball.

The Principle of Total Assembly. Skill and grace depend on total body movement in an action. Awkwardness is often the product of trying to perform an act with the arms or legs alone when it requires the participation of the total motor mechanism. Thus in running, the whole body should participate and not just the legs. In throwing, the whole body is involved and not just the arm.[1]

It can be seen that through learning the principles of movement the child develops many correct postures: for kicking, for throwing, for shooting a basket and innumerable others. These postures are often called by another term, "good form." Good form is a goal in all physical movement, including even running, sitting and walking.

Development of postures. Good postures are specific aspects of body mechanics. They constitute an area of fitness which deserves more teaching emphasis than it is sometimes accorded. Postural defects have an insidious way of accumulating through the growth years. This can be evidenced spectacularly by observing the participants of the graduation processional of many junior high schools. Last-minute admonishments by the teacher to "stand up straight" are simply impossible requests in some instances, because the body is unable to comply. The development of good postures should begin in the early childhood years, and progress with continuing emphasis, so that remedial help

1. Winifred Van Hagen, Genevie Dexter, and Jesse Feiring Williams, *Physical Education in the Elementary School,* Sacramento: California State Department of Education, 1951, pp. 39–41.

will not become necessary. The child needs to develop a growing desire to maintain good posture because he likes the "feel" of good posture throughout his whole being. Of course, faulty posture may involve more than good body mechanics or proper alignment of body parts with the whole. There may also be emotional aspects which the teacher can recognize. For example, it is not uncommon to see a tall girl slump over, attempting to minimize her height, as a result of her extreme social discomfort at being a head taller than all her classmates.

Socio-Emotional Outcomes

Teachers are well aware that such competences as self-expression, self-control, self-confidence, and self-respect are basic to a child's happy participation in society. Skill in these "self" areas can be a natural outcome of a sound physical education and when used continuously can provide carry-over value into adult life, just as the physical skills can.

Learning by doing. Physical education activities not only provide learning opportunities for socio-emotional skills but also demand that such skills be used. So, while the child is learning fair play, he must be playing fair, lest a new socio-emotional hazard loom, in which he must exhibit or learn even more competences. The "knocks" are sometimes hard, but the outcomes can be valuable. Such social learning situations can provide lead-up experiences to the consideration of good sportsmanship in winning and losing.

The roles of winner and loser. Emotional control in winning and losing is a major aspect of physical education. It is often the teacher's problem to guide the development of group consciousness as to the roles of winner and loser. Shall the winner bask in his glory? Shall he feign indifference to due praise? Shall he learn to accept graciously the status he has earned, without appearing "puffed up"? Shall the loser suffer in silence? Shall he lament his handicaps? Shall he grimly congratulate the winner? Shall he find compensating rewards in the fun and relaxation which even he, the loser, has achieved from the game? These are only a few of the possible alternative roles which may develop in a group situation. The teacher will find that answers to many of these questions lie in the direction of pupil attitudes toward competition and cooperation and other life-value areas.

Competition. Competition is an integral part of the American scene and one in which it is hoped the child will be prepared to engage

happily. Such reality-testing situations as the ability to perform physical skills offer direct opportunities for a pupil to compete, seeking status, prestige, and group acceptance as a partial reward for his success. The child can also be led into awareness of other, perhaps less obvious, benefits which can be gained through competition, such as physical skill improvement, exhilaration of hard play, emotional control, and development of individual capacity to think quickly and to share success and failure. If children can be guided fully to realize their many needs which can be met enjoyably through competition, there may be a considerable avoidance of such a competition-centered problem as overanxiety to win, as evidenced by:

1. Arguments between game officials and team members
2. Exaggerated disappointment over loss of a game
3. Development of antagonism between squads
4. Exertion of undue pressure on a key player in any team (i.e., the pitcher or a good hitter in softball)
5. Intense striving to out-do others in game situations

There are many playground incidents that can serve as stimulating teacher-pupil discussion topics. For example, in the game of four squares, when bickering arises over whether the ball did or did not hit the line, a timely discussion may be developed in the area of sportsmanship. As a result of this type of group learning the pupils will often evolve their own standards for competitive and cooperative behavior.

The need for cooperation. Teacher-pupil planning in physical education is also a means of cooperatively setting group goals. Physical activities in a well-balanced program provide the laboratory for the practice of physical, social and emotional skills of cooperation and for the development of democratic procedures.

A cooperation problem. A common cooperation problem on the playground consists of a situation in which one or several children show active resistance to participation in a planned group activity. What can the teacher do? A suggested approach to the solution may be implied among the following considerations:

1. Do the troublesome children have a greater physical need that is not being met through this activity? For example, many second-grade boys want and need vigorous activities.
2. Has the class as a group had the opportunity to become aware

specifically of the differences between complete group cooperation and noncooperation in regard to goal achievement and individual satisfaction?

3. Has any calculated use been made of the positive skills of the known aggressive child to further the planned group activity and to lend the pupil some possibly needed prestige?

4. Do the troublesome children appear to be disturbed about some particular element of the physical activity? For example, mother forbids Jane to wrinkle or dirty her dress.

5. Do the troublesome children appear to be forced into competitive situations in which they cannot accept failure and possible displeasure of their peers?

These underlying causes of nonparticipation are discussed in more specific detail in Chapter 4.

Boy-girl cooperation. If children are to become compatible adults they should be given the chance to play cooperatively throughout boyhood and girlhood. It is expected that self-consiousness between boys and girls will increase as adolescence is approached, but some of the "awkwardness" of these years can be averted if boys and girls can experience joy and confidence in joint activities during early and middle childhood years. Elementary school children should not usually be segregated by sex for physical education activities. Mixed groups should be involved in all activities unless separation is warranted by markedly dissimilar interests or physical abilities. Such segregated activities would include touch football and other semibody contact games.

> *"Why should I make an effort to have my boys and girls play together when they don't seem to want to, anyway?"*

Society often places a stigma on boys who play "girls' " games, or girls who participate with enjoyment in boys' activities. For example, the father of a kindergarten boy may ridicule him for wanting to play with dolls, by calling his son a "sissy." In direct opposition to this frequent requirement that boys and girls play separately in childhood is another equally strong societal demand that these same children when they become adults should suddenly be able to live in harmony and understanding with the opposite sex.

This is not to say that boys should not learn the ways of "a man's

world" or that girls should neglect to learn the feminine graces. It does imply, in relation to program planning, that the classroom teacher is in an exceptional position to utilize the opportunities given by physical education to provide natural learning situations for better boy-girl relationships—so that adolescence is perhaps less painful and happy childhood comes a little easier to many children.

Physical activities present a natural medium for more constructive and less awkward ways for boys and girls to become acquainted. The usual ways for boys and girls to get acquainted (i.e., teasing, taunting, showing off) can often be replaced or supplemented with more constructive experiences: namely, squad-leadership activities, skill demonstration, playground patrol or teacher-assistants group, joint marking of play area, group deliberation in solving problems. The alert teacher can help the shy child with a "secret crush" to play in a natural and comfortable way with his favorite boy or girl.

For some children, fraternization with the opposite sex is a slow process, indeed. For these children, being able to "save face" in social situations may well be the key to their participation in an activity. This is especially true in folk or square dancing, for example. Once the child has refused to join in it is hard for him to change his mind gracefully in front of fellow pupils.

For this reason, children are often more apt to cooperate with a teacher who leaves them a way out of an embarrassing situation. For example, children who are afraid to perform certain dances, because their feet get all tangled up, should not be coaxed until they have "backed themselves into a corner" by refusing. They should be given a more passive beginning as clapper, record-player operator or observer of foot patterns during the dance. As they become more at ease in the social situation, and if they are given less-obvious special help, they will often be willing to enter into the activity.

Intellectual Outcomes

Failure to recognize the integration of its socio-emotional and intellectual aspects with its physical part has led to the not-uncommon reference to physical education as merely "exercise" or "the daily dozen." The intellectual scope of physical education has been masked because of the "separate mind and body" philosophy that has dominated the American educational scene. Fortunately, findings in educa-

tional psychology have indirectly helped to clarify the position of physical education. Educational practice is breaking away from the mental discipline or faculty psychology point of view, and now stresses the importance of problem-solving and appreciation by motivating the whole child through purposeful activity. Physical education stimulates intellectual growth when it teaches a rational analysis of skill problems and activities; practical application of purposeful rules and strategy; and pupil-acknowledged habits of health and safety.

Carry-over value. The carry-over value of intellectual competences is important to our society. The rapid pace of modern living, whether in peace or war, requires individuals to exhibit mental alertness on the highways and in the service of their country. The welfare of the nation might well depend on the ability of an individual or a group to think and act quickly, a habit perhaps well learned in a sound physical education. The problem of mental alertness and fitness to drive on the highways, especially, is increasing tremendously in view of the larger amounts of available leisure time, and the expanded volume of travel in search of recreation.

Recreational Outcomes

The implications for healthful, happy living through the teaching of physical education in the elementary schools are as broad as the society which they serve. Man's leisure time is no longer thought of as just those few spare hours after work when he can catch his breath for the work that lies ahead. With the shorter work week and improved working conditions, the concept of leisure time has taken on a new importance in today's mechanized world. The question of how to use effectively this great block of time that has suddenly been thrust upon the populace is, indeed, a serious one. Schools are in a strategic position to equip individuals to use their leisure hours capably and profitably. Physical education can help lay the groundwork for diversified use of leisure time.

Recreation occupies a large space in the daily routine of children. Physical activities play a major role in recreation, and when offered in an adequate variety can help the child to explore and expand his existing interests as well as develop new ones.

Variety enables exploration. The need for diversified activity is shown, for example, by the lack of constructive play habits that can

be observed on many school playgrounds during the noon hour and before and after school. Teachers on "yard duty" have ample opportunity to observe recreational needs of children. Specialization of activity, such as playing softball for four or five months of the year, tends to prevent a child from acquiring varied recreational skills, and thus exploring his talents and interests.

Recreational needs lend scope to program planning. Through teacher understanding of pupil needs and desired outcomes for recreation, realistic insight may be gained toward program planning. Physical education is related to recreation somewhat as it is to total fitness, in that it enables children to live in their societies. With teacher understanding focused on the whole child, his life-needs, and the outcomes he can gain through physical education, program planning becomes a more meaningful task.

Planning a Sound Program

Planning for a sound physical education program is not unlike planning in other areas of the curriculum. Good quality and quantity of planning make the actual teaching easier and increase the degree of pupil-skill achievement.

Value for the Teacher

The process of planning lends the teacher insight. It provides an orientation to his strengths and limitations in the field. In the case of the creative teacher, this candid self-realization can be a springboard into more purposeful research, experimentation and development of potential. For example, the teacher who finds he is unable to demonstrate physical skills to his pupils will provide another means of demonstration, such as a competent pupil or a visual-aids resource. The teacher who is unaccustomed to participating in physical activities with his class may try to make some personal preparation for joining in their fun. In an actual case, two women teachers who felt inadequate in their physical skills met after school with the physical education consultant for a practice session in catching a softball, and punting and passing a football. All three teachers had a good time! This type of skill preparation helped these teachers realize their potential as physical educators and gave them greater personal assurance that they

could carry out the sound program which they had planned for their classes.

Scope and Balance in Yearly Program

A varied and balanced program of activities allows each child numerous opportunities to satisfy his needs, interests and goals. All children need many chances to excel in varied physical experiences that are challenging, yet within the limits of their abilities. This is one important way in which many of them earn prestige among their peers, and establish satisfying roles. For example, the bright child might be respected for his insight into solving crucial problems in planning, executing or evaluating the program; the stout child for his ability to demonstrate challenging stunts; the small child for his dodging ability; the handicapped child for his competence in officiating and scorekeeping; and the less scholarly child, perhaps, for his all-round proficiency in diversified activities.

Scope and variety. In contrast to the well-rounded program of physical education where all pupils at least have equal opportunity to excel, is the rigid or narrow program made up of highly specialized activities. A common example of this is the use of unmodified high school sports on the elementary school level. Or, sometimes schools overemphasize square dancing, for example, so that little else is included in the program. Limited program content, of a restricted nature, violates such important concepts as those involved with individual differences, readiness to participate, and age-level characteristics. Moreover, undue emphasis on a few specialized activities often discourages participation by those who probably need it the most. Actually, too much stress on any part of the program can result in certain children feeling inadequate because of their inability to excel.

Balance. The concept of a well-balanced program includes more than a wide variety of suitable activities. There are other factors in balancing a program that the teacher needs to keep in mind in his daily contact with children. For example, it is necessary to maintain a healthy balance between excess tension and complete release of tension and pressure; spontaneous creativity and reasonable conformity; teacher-pupil and pupil-pupil leadership and followership; cooperation and competition; and between boy-girl companionship and segregation. Naturally, the balancing of these factors requires not

only careful selection of activities, but also the use of proper teaching techniques.

Phases of the Program

Several commonly accepted *phases,* or major types of activities form the component parts of the total instructional program. On the early-childhood level these include (1) simple games and relays; (2) rhythmical activities; (3) stunts and self-testing activities; and (4) creative activities. On the middle-childhood level the five phases include (1) simple games and relays; (2) rhythmical and creative activities; (3) lead-up games to team sports; (4) stunts and self-testing activities; and (5) modified individual and dual sports and games.

Phase Planning

The five program phases mentioned above serve as the framework for achieving the competences for total fitness. Each phase has its unique as well as its common contributions to make toward the attainment of those outcomes described earlier in this chapter. By selecting a variety of appropriate activities for each phase the teacher can be reasonably assured that his class is heading in the right direction toward acquiring needed skills. This type of planning, phase by phase, helps the teacher to focus his attention on those experiences suitable for the child's maturity level, rather than completely on the mastery of specific skills, per se.

Emphasis. On either childhood level the activity phases do not receive equal emphasis in the program. Some are of more value than others, depending on the maturity level of the children involved. For example, heavy emphasis is placed on rhythmical activities for the early-childhood level because they serve as a natural medium for physical poise and coordination. Through participation in fundamental rhythms, singing games, and creative rhythms, the young child has more opportunity to develop coordinated movement than through other phases of the program. Table 1 is representative of a typical apportionment of emphasis within a yearly program. From this yearly guide, the teacher can make monthly plans for using the major types of activities or phases listed, as shown in Tables 2 and 3.

TABLE 1

Recommended Yearly Program

Phase of Program	*Suggested Percentage of Time* [a] *Kindergarten*	*Early Childhood* [b]	*Middle Childhood* [c]
Rhythmical activities	30	40	30
Games and relays of simple organization	10	40–25 [d]	10
Stunts and self-testing activities	30	10	10
Lead-up games to team sports	..	(10) [d]	35
Modified individual and dual sports and games	..	(5) [d]	10
Creative activities	30	10	5
Total	100	100	100

a. Percentages include time for learning physical skills necessary for the mastery of the activity.

b. Grades 1–3.

c. Grades 4–6.

d. Some attention can be devoted to relays of simple organization, lead-up games to team sports, and modified individual and dual sports and games on the third-grade level.

TABLE 2

Sample Monthly "Phase" Schedule: [a] Early-Childhood Level [b]

Day	*Major Type of Activity* *1st Week*	*2d Week*	*3d Week*	*4th Week*
Monday	Rhythms	Rhythms	Rhythms	Rhythms
Tuesday	Rhythms	Rhythms	Rhythms	Rhythms
Wednesday	Games	Games	Games	Games
Thursday	Games	Games	Games	Games
Friday	Self-testing	Creative	Self-testing	Creative

a. Similar schedules may be constructed for each month by selecting major types of activities (phases) according to recommendations in Table 1. When feasible, the program may be divided into short blocks of time for greater flexibility in day-to-day planning. For example, when a class is studying a unit on farm life, several consecutive physical education periods might be devoted to creative or rhythmical activities depicting animals, objects and sounds of the farm.

b. Grades 1–3.

TABLE 3

Sample Monthly "Phase" Schedule: [a] Middle-Childhood Level

Day	*Major Type of Activity*			
	1st Week	*2d Week*	*3d Week*	*4th Week*
Monday	Rhythms	Rhythms	Rhythms	Rhythms
Tuesday	Lead-up games	Rhythms	Lead-up games	Rhythms
Wednesday	Lead-up games	Lead-up games	Lead-up games	Lead-up games
Thursday	Dual sports	Lead-up games	Dual sports	Lead-up games
Friday	Evaluation	Evaluation	Evaluation	Evaluation
	Self-testing	Simple games	Self-testing	Simple games

a. Similar schedules may be constructed for each month by selecting major types of activities (phases) according to recommendations in Table 1. When feasible, the program may be divided into blocks of time according to seasonal interests. For example, in the fall, a unit of time may be spent on football or soccer-type activities; in the spring a unit could be devoted to softball or track.

Units on lead-up games to team sports usually last from four to eight weeks. Each unit consists of skill games, relays and drills (using small groups), and one main team game which serves as the key activity to be mastered.

Seasonal guidelines. When planning the yearly program it is wise for the teacher to look at the seasonal activities that capture pupil interest. These seasonal activities can be spaced throughout the year on a monthly or bimonthly basis, to form a beginning structure on which physical education units can be built. Then the other phases of the program can be interwoven with these units.

Established holidays or special occasions provide unique opportunities for teachers to motivate children to participate in certain types of activities because of their interest at the time. During these special times names of games, characters and rules can be changed to suit the occasion, or completely new games can be introduced. For example, the first-grade game of Brownies and Fairies can be easily changed to Witches and Pumpkins. There are Halloween, Thanksgiving and Christmas activities which are appropriate for the fall season, and Saint Valentine's, Easter and May Day activities which are appropriate for the spring season.

The following list suggests one order in which seasonal activities may be scheduled for the middle-childhood level. In larger schools, but where facilities are limited, classes may need to alternate on units.

September-October

Class organization; physical performance testing

Boys: Lead-up games to touch football. E.g., forward pass, Newcomb, base football, modified touch football

Girls: Games and relays of simple organization. E.g., circle chase, duck on the rock, serpentine relay with a volleyball, club snatch

November

Lead-up games to soccer. E.g., drive ball, line soccer, pin soccer, alley soccer, rotation soccer ball

December-January

Lead-up games to basketball. E.g., end ball, nine-court basketball, half-court or one-goal basketball, zone basketball, keep away, twenty-one, captain basketball

February

Lead-up games to volleyball. E.g., one-bounce volleyball, circle keep up, net ball or modified volleyball

March

Physical performance testing

Track and field activities. E.g., broad jump, high jump (boys), dash

April-May

Lead-up games to softball. E.g., tee softball, work-up, hit-pin softball, hit through short, hit the bat

Modified individual and dual sports and games to start in May. E.g., Chinese handball, shuffleboard, jump rope, tetherball, four squares, paddle, deck and hand tennis, table tennis, horseshoes, handball

June

Modified individual and dual sports and games

Evaluate yearly program of activities

Rhythmical Activities

Rhythmical activities for the early childhood level include fundamental rhythms, singing and folk games, and creative rhythms. For the middle-childhood level, rhythmical activities include folk, square, creative, and social dances of the mixer type.

It is during the early years of life that a child is less self-conscious and can more easily begin to develop a well coordinated body as an instrument of expression. He learns what it means to communicate with his body as he reveals inner personal feelings. He may begin by creating movements for movement's sake, unrelated to ideas or equipment or sound. Or, he may prefer to begin by creating movements to

fit specific objects, ideas or sounds. Both free and identifying rhythms are important parts of the rhythms phase of the program. Such creative rhythms develop body balance, coordination in more complex movements, agility and endurance—all of which are factors of fitness that may carry over into adult life.

Other competences that can be expected to develop through participation in rhythmical activities are (1) poise and social ability; (2) self-confidence and assurance through skillful performance; (3) exuberance and exhilaration through enjoyment; (4) consideration for others; (5) understandings of people of other countries; (6) interest in music and sound; and (7) appreciation of rhythmical movement as a means of communication.

Games and Relays

Games and relays develop group consciousness among children through numerous give-and-take relationships, and provide opportunity for the exertion of joint effort toward a common goal. On the early-childhood level emphasis is placed on those active games and relays that have special pupil appeal and are easily organized and executed. Appropriate simple games and relays which are applicable for large and small groups include running and tag games; simple ball games which require the manipulation of various objects; and simple relays using various formations (third grade).

Do not emphasize speed and competition in relays until the skills involved in the activity are well learned. Children with poor skill are often put in an unfair position when they are asked to perform in front of others in "open" competition. Judges have more success in identifying winners and losers in relays if the last player on each team wears a colored arm sash.

Progression from "I" to "we." The younger child is basically individualistic, with little concern for team loyalty, whereas the older child shows more inclination for group or team-type activities. On the middle-childhood level, in addition to the teaching of simple games and relays, athletic games and relays of low organization (lead-up games) are included. Strong evidences of the child's progression from a stage of "I-ness" to "we-ness" often appear at about the third-grade level. The teacher must watch for this change and be ready to give

the child opportunities to carry his own weight as a team member. This is an ideal time to instill the cooperative attitudes and habits essential for democratic group living.

Through meaningful repetition of a variety of games and relays, opportunities to develop all-round body control and balance and eye-hand coordination are provided. Many other skills can, of course, evolve from wide participation in games and relays. They include leadership, followership, fair play, self-control, individual responsibility, mental alertness, courtesy and honesty.

Lead-up games. Characteristic of the transitional period of the middle-childhood level are the lead-up games, so called because they lead up to and are essentially composed of elements found in common team games and seasonal sports. For example, the game of captain ball (team game), which is a lead-up game to basketball, develops such skills as passing, catching and shooting a basketball, use of rules and strategy similar to those of basketball, body control and balance, eye-hand coordination, and appreciation for the game of basketball. Through purposeful participation in appropriate lead-up games of this type and others the child may improve his competency to perform and enjoy more highly organized games later on. Thus, lead-up games provide foundational learnings from which evolve carry-over values for healthy, happy living in later life.

Modified individual and dual sports and games. Many children on the middle-childhool level are ready for some individual and dual sports and games. Such activities as handball, paddle tennis, deck tennis, shuffleboard, horseshoes (junior court), table tennis, box hockey and aerial tennis tend to satisfy some of their exploratory needs for recreational-type activities. These games, which are relatively easy to learn when enthusiastically presented, can provide wholesome social situations for children, including natural coeducational opportunities. They give more real opportunity to practice social courtesies and game etiquette than do many other types of games. For example, many of the boy-girl antagonisms, which often develop on the middle-childhood level, can often be "eased over" through participation in coeducational sports and games. The social, yet competitive, nature of the individual sports and games cannot be overemphasized for its recreational carry-over value.

Stunts and Self-Testing Activities

Numerous self-testing activities have natural and universal appeal to elementary school children. As the child interacts with these activities and attempts to surmount obstacles, he comes to grips with some of his capabilities and potentialities. The growing child needs many opportunities to test himself in a wide range of challenging and adventurous activities suitable for his maturity level. Skillful performance in these activities can develop concomitant emotional satisfactions not always achieved in other phases of the program.

Suitable self-testing activities for the early-childhood level include simple stunts, tumbling and apparatus skills. The older child will also engage in these same activities, but at a more advanced level. Individual athletic events and track and field activities also come into prominence during the middle-childhood years.

Realism vs. bluffing. Participation in self-testing activities provides a realistic means of measuring success in skills of body control. Such measurement gives a pupil a first-hand look at his daily and weekly progress and indicates his over-all improvement in such factors of physical fitness as strength, endurance, agility, balance and physical skills. Many children enjoy keeping a self-testing chart of their progress as they compete against themselves or other class members. Self-testing activities have a real personal-social value in that they may be used to reveal that bluffing is an inadequate answer to problem solving.

Creative Activities

Creative activities of a nonmusical nature can fall into two basic classifications: (1) those movements which are called mimetics and story plays, in which children essentially imitate or act out a particular object, person or idea; and (2) completely free movement which grows out of a permissive atmosphere where the child is simply encouraged to create movements that help him to integrate himself with his environment. Both types of creative activity have wide application on the early-childhood level.

Mimetics. Mimetics are probably one of the more commonly used forms of creative play for young children. They include dramatizing such ideas as "spinning like a snowflake." Mimetics can easily be used in conjunction with current classroom themes of weather, seasonal

or personal interests, and curricular activities. Children can learn to create and suggest or act out their own ideas for the group, as well as to respond creatively to a teacher-proposed idea. As proposed ideas become a little more involved and include response to more complex situations, mimetics can branch into story plays with larger groups.

Story plays. Story plays—or dramatic play as they are sometimes called—afford use of the whole body in acting out ideas, responses and reactions in a story situation. Use of the large muscles should be encouraged throughout this play. The use of this type of creativity may proceed from the simple to very complex ideas as children progress in the necessary skills. Simple story-play activities are easily developed in the kindergarten and first grade. For example, "Popping Popcorn" (which is best used after children have watched the process of popping corn) might go something like this:

Teacher: All the popcorn seeds are sitting in the pan of the popper. The pan isn't very warm yet.

ACTION: Children all squat down and make themselves as nearly like "seeds" as possible, with arms around knees and heads tucked down.

Teacher: The pan is beginning to get warm . . . and warmer . . . and WARMER.

ACTION: The "seeds" display varying degrees of rustling or bumping in the pan.

Teacher: The oil is sizzling! The pan is really HOT! *Which* seed will pop first? They must be very hot inside. They're all going to pop any second! . . . There's one! (Etc.)

ACTION: Several seeds are beginning to unfold. One pops—with a vigorous leap into the air, arms extended straight up over his head. Others follow as they "feel the urge."

Teacher: Oh, look at all my delicious popcorn! My pan is completely full. Now I must put the butter and salt on and eat it.

ACTION: Teacher really becomes a participant, eating up his "popcorn" and relishing each kernel. The children love it!

Free movement. Free movement can be entirely pupil activated, as in the child who swings round and round a pole or tree, or drags his hand across successive pickets in a fence, or creates a "look-at-my-new-trick" contortion. Free movement can also be somewhat inspired by the teacher. Emma Dickson Sheehy suggests, in her course, "Play and Music in Childhood Education," given at Teachers College, that the teacher present the child with an imaginary problem situation to motivate movement. Four such problems could be:

1. Imagine that someone is throwing a ball to you. You must bat the ball without using your arms or hands. In how many ways can you do it? E.g., head, shoulder, hips, knee.

2. You must go clear across the room and back using only one leg. In how many ways can you do it?

3. You must cross the lawn, but a very strong wind keeps pushing you back.

4. You are angry, but you cannot make a sound.

This type of problem situation may elicit responses from children who are too old to be interested in mimetics, other than those involved in sport-type skills.

Creativity in older children. Children of the middle-childhood years are less apt to enter into mimetics and story plays unless they have had a rich background in this type of activity. Children of this age do show creativity in play, however, and should be encouraged in it. This creativity usually takes the form of altering an old game or devising a completely new game to fit existing facilities.

Environment may affect creativity. Children in big cities, whose playgrounds are mostly the streets, demonstrate clearly their ability to improvise: waste containers and brick walls become target areas (windows are no problem—they merely define the target area); sidewalks, curbs and steps become ball courts; and fences, walls and ledges form jungle gyms, balance beams, and vaulting and jumping standards. These illustrations are not school situations, but they involve children whose imaginations and capabilities are not unlike those of other children on school playgrounds. The activities that city children create make use of the same competences that conventional games require, including climbing, throwing for accuracy, competing and cooperating in group situations, and many others.

Analyzing Activities for Skill Potential

The teacher's ability to analyze activities for the skill they provide is the key to the construction of a sound program. This analysis follows a logical sequence. First, the teacher must be aware of those outcomes which he wishes to attain. Then, within the phases of his yearly program, he directly analyzes individual activities to see if the total will provide all the desired outcomes within the course of the year. Of

course he also needs to use teaching methods and techniques that will bring about desired results in pupil growth.

Analysis. A sample analysis might begin something like this. A primary grade teacher wishes to develop such physical skills as running and dodging, such socio-emotional outcomes as fair play and cooperation, and such intellectual competences as mental alertness and knowledge of safety factors. After examining certain games the teacher finds that these skills, and others, are inherent in such simple games as Cat and Rat, Water Sprite, Forest Lookout, and Midnight. This, of course, is an oversimplification, but it gives an example of the type of procedure through which the teacher must go.

Some sort of simple chart can be most helpful in this type of analysis. Table 4 gives a sample of one which might be used with success. A few physical activities are listed in this chart and analyzed as an illustration of what can be done by the teacher. This type of chart provides a good permanent referral once it has been carefully filled in. It also serves as a ready-made checklist in evaluating pupil outcomes of specific activities played. This is not the only way to make a checklist, and many teachers may find a more individually suitable aid.

TABLE 4

Activity Analysis Chart

Major emphases of activities are shown by check marks

Activity	*Physical Competence* [a]	*Socio-Emotional Competence*	*Intellectual Competence*	*Recreational Carry-over Value*
	Early-Childhood Level			
Snatch the Bacon	L,B,G	√	√	
Jumping rope	L,B,G,R,S	√		√
	Middle-Childhood Level			
Kickball	L,B,G	√	√	√
Csebogar (folk dance)	L,B,G,R	√	√	√
Cartwheel (stunt)	L,B,S			√

a. Symbols: L = locomotor skills; B = body mechanics and safety skills; G = game skills (including sport-type skills); R = rhythm skills; S = stunts and self-testing skills.

Saving time. The classroom teacher does not have the time nor the background to analyze thoroughly *every* game and activity as to its proper maturity level. This means that an acceptable shortcut needs to be developed. The shortcut that is chosen must be reliable for the sake of the child, while at the same time it must be relatively quick for the sake of the teacher. It must not lower the standards set for a sound program, but on the other hand, it must not be such an overwhelming task that it discourages good teaching.

If the teacher does not have time to go through the whole process of analyzing activities for maturity level in a scrutinizing fashion, he may want to depend on a few reliable sources for help. He may depend partially on the judgment of those who have specialized in the area of elementary school physical education. He may use organized aids such as the books and pamphlets listed in the Selected Reading List (p. 120), or he may seek help from a resource person available in the district. Any of these can be good sources, but should not be allowed to assume the role of absolute authority. The teacher is in the primary position to view his own class situation and needs. His ability to judge is enhanced by his full education background, all his insights, and his extensive observations of pupils as tools for planning the content of his program.

Matching Activities with Pupil Characteristics

Table 5 can be helpful to the classroom physical educator because it matches pupil nature and needs (of which the teacher is already aware) with physical skills and activities which the teacher may wish to consider for his program.

Table 5 can be used in the manner of an overview for the teacher who wishes to examine relationships between concepts of child growth and development and physical education experiences. It may help in solving such problems as:

1. How can I simplify and *group* the individual needs of my pupils?
2. Why do some of my pupils seek, or avoid, specific types of activities?
3. Which activities that I am *already teaching* provide adequate opportunities to meet the needs of my pupils?
4. Have I observed that my pupils have certain needs for which I

have been unable to offer them adequate physical education opportunities?

TABLE 5

Nature–Needs–Experience Chart

Early childhood: 5–8 years of age—kindergarten through 3d grade
They are making great adjustments from home to school

What They Are Like	*What They Need (Opportunities)*	*What to Do*
Their large muscles (trunk, legs, and arms) are more developed than the smaller muscles (hands and feet).	To experience many kinds of vigorous activities that involve many parts of the body. To engage in many developmental activities for small muscles.	Activities such as hanging, running, jumping, climbing, dodging, or throwing at an object. Bean-bag toss, jacks, bouncing balls, hopscotch, O'Leary.
They have a short attention span.	To engage in many activities of short duration.	Choice of activity where a child can change frequently and activities that can be started quickly, such as magic carpet, pincho, hill dill, and stunts.
They are individualistic and possessive.	To play alone and with small groups. To play as an individual in larger groups.	Individual activities, such as throwing, catching, bouncing. kicking, climbing, stunts, running, hopping, skipping, building blocks, jumping. Dance activities which allow for expression of self, such as clowns, aviators, firemen, tops, airplanes. Activities which may use small numbers of children, such as stride ball, cat and rat, hill dill, cowboys and Indians, tag. Singing games such as Looby Loo, Bluebird, Sing a Song of Sixpence.

What They Are Like	*What They Need (Opportunities)*	*What to Do*
They are dramatic, imaginative and imitative.	To create and explore. To identify themselves with people and things.	Invent dance and game activities, such as cowboys, circus, Christmas toys; work activities such as pounding, sawing, raking, and hauling. Other play activities: farmers, postmen, grocers, elevators, bicycles, leaves, scarecrows.
They are active, energetic, and responsive to rhythmic sounds.	To respond to rhythmic sounds such as drums, rattles, voice, nursery rhythms, songs, and music.	Running, skipping, galloping, walking, jumping, dodging, swimming. Singing and folk games such as: Oats, Peas, Beans, and Barley Grow; Farmer in the Dell; Nixie Polka.
They are curious and want to find out things.	To explore and handle materials with many types of play.	Using materials such as balls, ropes, stilts, bean bags, bars, ladders, trees, blocks. Games and activities such as hiking, run sheep run, huckle buckle bean stalk.
They want chances to act on their own and are annoyed at conformity.	To make choices, to help make rules, to share and evaluate group experiences.	Variety of activities with minimum of rules, such as center base, exchange, midnight and red light. Make up activities, dances and games.
They are continuing to broaden social contacts or relationships.	To cooperate in play and dance, to organize many of their own groups.	Group games, such as simple forms of dodge ball, kickball. Dance and and rhythmic activities, such as Gustaf's Skoal, Dance of Greeting, Bow Belinda.
They seem to be in perpetual motion.	To play many types of vigorous activities.	Running, jumping, galloping, skipping, rolling.

AND THEY CONTINUE TO GROW . . .

Taking stock: How are they doing?

1. Do they play freely and happily?
2. Do they play cooperatively with others?
3. Do they enjoy a variety of activities with many kinds of equipment?
4. Do they enjoy dance activities to simple forms of accompaniment?
5. Do they show improvement in their skills in running, jumping, skipping, games, and other activities?

Middle childhood: 9–11 years of age—4th through 6th grade
Maturity differences markedly increase

What They Are Like	*What They Need (Opportunities)*	*What to Do*
They grow steadily in muscles, bone, heart and lungs.	To engage in strenuous activity that regularly taxes these organs to the limits of healthy fatigue.	Running and jumping; climbing; hard play.
They enjoy rough and tumble activities.	To participate in activities which use the elements of roughness.	Bumping, pushing, contact activities such as king of the ring, poison pen, Indian wrestle, hand wrestle, beater goes 'round.
Sex differences begin to appear, with girls taller and more mature than boys. Sex antagonisms may appear.	To enjoy their roles as boys and girls, to have wholesome boy-girl relationships in activities and to participate separately for some activities.	Activities such as folk dances, mixers, squares, modern; brothers and sisters, last couple out. Group games such as volleyball-type games, Newcomb or fist ball, softball. Others may be enjoyed separately or together.
They respond differently in varying situations.	To participate in a wide range of activities and organization using many kinds of materials.	Individual, dual, or small and large group activities such as swimming, tumbling, stilts, track, catch, handball, relays, crows and cranes, crackers, bombardment. Folk dances, mixers, and simple square dances such as Csebogar, Captain Jinks, Life on the Ocean Wave.

What They Are Like	*What They Need (Opportunities)*	*What to Do*
They have a strong sense of rivalry and crave recognition.	To succeed in activities that stress cooperative play along with activities that give individual satisfaction.	Self-testing activities such as track events, stunts, chinning, sit-ups, push-ups, ball-throwing for distance and accuracy. Group and team play such as Newcomb, kickball, circle or square soccer, end ball, club snatch, and progressive dodge ball.
They may show increasing independence and desire to help.	To plan, lead, and check progress.	Assist with officiating, serve as squad leaders, act as scorers, help with equipment, elect captains, help with younger children and each other.
They want to be liked by their own classmates, to belong. They have a strong loyalty to teams, groups or "gangs."	To belong to groups, to be on many kinds of teams. To engage in a wide range of activities.	Group games such as bounce volleyball, line soccer, keep away, hit pin kickball, net ball. Partner play such as deck tennis (ring toss), tennis, aerial darts, horseshoes.
They want approval but not at the expense of their group relationships.	To gain respect and approval of others.	Participate in activities in which they achieve in the eyes of their group.

AND THEY CONTINUE TO GROW . . .

Taking stock: How are they doing?

1. Do they enjoy participating in vigorous and varied activities?
2. Are they accepted by their group?
3. Do they play cooperatively with others and understand the meaning of their games?
4. Have they improved their skills and do they understand the rules of their games?
5. Do they know their own strengths and limitations?
6. Can they plan and run their own activities?
7. Are they growing stronger?
8. Do they know and respect their individual roles as boys and girls?

Source: National Conference on Physical Education for Children of Elementary School Age. *Physical Education for Children of Elementary School Age: Report.* Chicago: The Athletic Institute, 1951, pp. 13–16.

Self-questioning

One type of overview which the teacher can make in the understanding of program content is through the use of simple self-questioning. The answers to these questions may not be readily available, especially to the beginning teacher, without study of the physical education curriculum. For the teacher who sincerely wants to upgrade his program, the emphasis is not on how many of these questions can be answered "correctly," but rather on how much effort is being put toward making the answers function.

1. What outcomes will I strive for this year?
2. What physical skills and activities will my class learn?
3. Are all my pupils ready for the activities of their grade level?
4. Do I understand the principles of movement? Can I apply them to my teaching?
5. What is my understanding of the meaning of the term "postures"?
6. In what way can socio-emotional skills be outcomes of my program?
7. How shall I plan for recreational carry-over value?
8. Do I recognize the value of phase planning in the yearly program?
9. How shall I allow for program scope and variety?
10. What method shall I use in analyzing activities for skill potential?
11. Will my physical education program fit my class?
12. How can I be sure of providing a healthy balance between activities which stress full participation and those which eliminate players from active play?

CHAPTER III

Short-Range Planning

Successful short-range planning depends considerably on the teacher knowledges and insights gained through involvement in the long-range planning. This is true because the monthly, weekly and daily plans evolve from the yearly program. This chapter deals with the over-all areas for which the yearly program serves as a convenient working guide, namely: scheduling; teacher preparation; integration; teacher-pupil planning; and class organization and management.

Scheduling the Program

Effective scheduling of the physical education program occurs when the utmost use is made of all available *time* and *space*—the two universals of functional scheduling. The judicious use of time and space does not always lie directly in the hands of the teacher. His best laid plans are usually liable to change by other areas of the school curriculum, many times from causes outside his classroom. For this reason, "flexibility" becomes the bridge between a collapsed program and a continuing schedule.

Flexibility in Scheduling

A flexible schedule allows the teacher freedom to make changes in his yearly program as well as to make immediate "on the spot" changes. For example, a teacher might find that his particular class needs a

change of direction in content emphasis from simple games and relays to rhythmical activities. A second example occurs in scheduling recesses. In a program in which children move freely in the classrooms and building, recess can be a matter of convenience, taken between other activities, rather than a rigid ten minutes taken every hour. Another teacher may need to reshuffle his allotted time and space to adapt to weather conditions, a crowded playground, or conflicts in the daily schedule.

Flexibility enables integration. It is often gratifying for a teacher to have the freedom to change predetermined schedules, so as to capitalize effectively on spontaneous interests. For example, a sixth-grade class in social studies might suddenly show an avid interest in the "sound and movement" customs of the people of another land. This interest could develop into the need for blocking out a period of time in the schedule in which the class could learn songs and dances that are most characteristic of the country being studied. Thus spontaneous integration of two or more areas of the curriculum may occur.

Flexibility is not haphazardness. Flexibility in scheduling does not imply that programing should be loosely made. There is definite need for a recurring stability of routine programing, especially for the younger child. The common repetitive elements of familiar routine help the child feel more secure, especially when he is going through the process of learning new activities. Furthermore, sound scheduling insures a healthy balance between such factors as individual and group activities; mental and physical activities; freedom and conformity; various phases of the program; and indoor and outdoor activities.

Teacher-Pupil Scheduling

Scheduling of the child's time and space in physical education is no longer considered to be the concern of only the administrator or teacher. An occasional early morning teacher-pupil planning session for purposes of scheduling the day's activities helps the *child* to visualize and contribute to the schedule. Teacher-pupil planning of the schedule helps insure the most economical use of time and space.

Posting the schedule. Following teacher-pupil scheduling, the posting of the schedule can be an effective teaching aid. Seeing the weekly schedule in the window or on the bulletin board gives pupils a chance to get a "head start" in thinking about the physical education emphasis

for the day, or in practicing the activity of the day during nonclass time. It saves class time, too, in that prior pupil awareness of the schedule tends to speed up the listening and learning process when the activity is introduced.

In conjunction with posting the schedule, a listing of "skills for the week" may also be posted. This provides a continuing re-emphasis to the pupil of the relationship between activities played and skills needed for the activity. It allows self-evaluation by the individual pupil and, again, gives subtle suggestion for activity during nonclass time.

Cooperating on a "tight" schedule. During discussion periods there can be critical analysis of how time and space are used so that pupils understand their responsibilities in the successful application of a schedule. For example, an over crowded school may be operating on a very "tight" playground schedule so that all classes may have daily outdoor activity. The success of the schedule depends on strict adherence to certain details, such as promptness and the routes of entering and leaving play areas. Class understanding, through discussion and use of playground maps, might well foster understanding and appreciation of the problem, so that class A would take pride in returning promptly to their room via the north corridor while class B leaves for the playground via the south corridor.

Recommended Time Allotment

Plans should provide at least thirty minutes of instructional time for physical education during the school day. When conditions permit, an additional period of twenty to thirty minutes of guided free play is recommended to serve as a laboratory time for practice of skills learned in the instructional period.

Each child requires four or five hours of large-muscle activity each day, some of which can take place during the instructional and guided free play sessions. This large-muscle activity is especially necessary in view of the present trend toward more and more passive recreational habits such as television viewing. Likewise, gadgets of the "push-button age" make vigorous body movement less necessary.

Time should also be allowed in the schedule for periods of class planning and evaluation. These are good *occasional* "rainy day" activities.

Scheduling crowded facilities. In elementary schools where there are too many classes or too many children for the available facilities, a real scheduling problem exists. A search for time and space must be conducted. Suggestions to help solve such a problem include:

1. Schedule physical education periods either immediately before or immediately after outdoor recess periods to allow a longer, more flexible play period.

2. Some prearranged schedule between upper and lower grades will be helpful. For example, the lower elementary level can have its period before 10:30 in the morning and before 1:45 in the afternoon. The upper level can then schedule its time after 10:30 A.M. and after 2:15 P.M. There may be a need to stagger periods further and possibly use some noon-hour time as well.

3. Try to schedule not more than two or three classes on the playground at one time, depending on size of playground area and equipment and supplies available.

4. Make full use of crowded facilities during the physical education period by planning beforehand which classes will use particular play areas. (A sign-up sheet may be used.)

Weekly Schedule

"What does a good weekly schedule in physical education look like?" the teacher often asks. The actual weekly schedule looks, on paper, very similar to a schedule for any other part of the curriculum. A sample fourth-grade schedule is shown in Table 6. This sample includes alternative activities, a valuable inclusion in any schedule. Each teacher is aware of the types of quick adjustment that are most commonly needed in his own school situation—whether they be caused by unpredictable weather, occasional changes of class schedule by the principal, unexpected equipment limitations, or conflicting use of facilities. Any of these could call for the use of an alternative activity.

The weekly schedule shown in Table 6 is checked against the recommended phase percentages in Tables 1 and 3, insuring proper program emphasis within a two-week period. For example, during the first week rhythms (Monday) comprise 20 per cent of the total program; during the second week it would be given two days a week (Monday and Tuesday) or 40 per cent of the time. Within a two-week period the time spent on rhythms would then balance out to 30 per

TABLE 6

Sample Weekly Schedule
Fourth Grade

Day	*Activity*
Monday	Csebogar
	Bat ball [a]
Tuesday	End ball
	Basketball skill drills
	Chain dodgeball (Old Plug) [a]
Wednesday	End ball
	Captain basketball
	Indian club guard [a]
Thursday	Basketball skill drills (including individual practice)
	Keep away
	Captain basketball [a]
Friday	Warm up session (i.e., running in place)
	Seal crawl
	Crab walk
	Heel click
	One-legged balance
	Jump and reach
	Forward roll
	Backward roll
	Shoulder roll
	Evaluation session [a]

a. Alternative activity.

cent as suggested in the yearly program. Lead-up games to team sports and stunts and self-testing activities are similarly planned to coincide with the suggested percentages.

In addition to making out an activity schedule the teacher might find it helpful to develop a skills list for the chosen activities of the week. Such a list for the scheduled activities as shown in Table 6 might include:

Rhythm skills
- Slide step
- Turn step

Basketball-type skills
- Passing a basketball (using various methods)
- Catching a basketball
- Shooting a basketball
- Guarding a player
- Dribbling a basketball
- Pivoting (turning)

Stunts and self-testing skills
- Animal stunts
- Simple stunts
- Forward roll
- Backward roll
- Shoulder roll

Teacher Preparation for Class Activities

Teacher preparation is essential in physical education, just as it is in any other area of the elementary school curriculum. Such preparation does not rely upon mere chance development of pupil competences. Instead, it provides plans for activity units and day-by-day approaches to skill achievement.

Value of Physical Education Units

The unit plan in physical education is sometimes described as the "block-of-time" approach. In contrast to teaching varying types of activities on each day of the week, the unit plan concentrates a block of time upon one specific activity, such as volleyball, or a natural grouping of activities, such as Mexican folk dances.

Integrative value. The block-of-time approach allows the experiences of physical education to relate naturally to other learning situations in the child's life. For example, Indian life in social studies, drum construction in art, or primitive rhythms in music and free-movement experiences in physical education might easily be utilized together in the third grade. It should be especially noted, however, that such cores of related study can be quite valueless to the child if he, himself, does not feel that they relate to his own problems and concerns. The *child* must become integrated through the integrative opportunities of the curriculum—opportunities which prevent compartmentalized learnings and disorganized assembling of knowledge.

Interest value. When the problem of developing interest in a new activity arises, as it often does, the teacher may prepare units which are related to already established seasonal or community interests of the child. For example, creative activities portraying natural phenomena relate to seasonal changes in the weather; story plays using large muscles may depict holiday festivities; stunts and tumbling simulate the type of physical prowess exhibited when the circus is in town; and basketball lead-up games fit well into the community, radio, television and newspaper sports theme during the winter season. Physical education units developed in relation to other pupil interests and learning experiences can provide the basis from which lesson plans can be drawn.

Lesson Plan Delineates Action

A lesson plan, written or mental, is always necessary in physical education. The degree to which a detailed plan is necessary is, of course, dependent on the teacher's competence in this area. Some teachers will teach ably with a skeletal outline, while others may need a fairly detailed plan of action. However, even the most skillful teacher should at least have a lesson plan in mind.

Preparing a lesson plan may be difficult for some teachers, but perhaps no more difficult than attempting to control the bedlam and confusion (to say nothing of the lack of learning) that often occur in physical activities when a plan of direction is lacking. For most teachers, the process involved in preparing a lesson plan can prove to be a meaningful learning situation. As the teacher improves his ability to plan he is also learning to develop his own resources for purposes of providing the right sort of experiences for his pupils. It is always better to overplan than underplan.

Flexibility and adaptability. Teacher preparation that allows for sudden changes in program content is highly desirable. For example, flexible daily plans which present alternative plans of action prove valuable during inclement weather. Such plans should make easy the availability of appropriate classroom activities of an active and passive nature. Also, some preliminary consideration needs to be given to adaptability of classroom furniture to suit the activities being planned for. Often, preconceived plans need to be changed to meet the child's spontaneous needs and interests. Such emergency or conflicting situations provide ideal opportunities for teacher-pupil planning and evaluation sessions. This is a good time for the pupil to suggest any ideas which the teacher might well incorporate into future plans for program development.

Further teacher preparation may be indicated. Good lesson plans call attention to such factors as economic use of time; physical conditions relating to health and safety; proper clothing for teacher and pupils; optimum class organization; materials needed; designs for teacher-pupil planning and evaluation; and methods of teaching skills and activities. For example, through the use of a lesson plan, the teacher may find that he is ill-prepared to demonstrate certain game skills to his class. He must then prepare himself in one of at least two

ways. He can seek help to improve his skill performance, or he can utilize pupils to do the demonstrating for him. In either case, the teacher must be prepared in the sense that he knows *how* the skills are correctly performed.

Preparation of a Lesson Plan

The problem of preparing a lesson plan calls on many of the teacher's fundamental understandings in physical education. It poses questions that cut across the total scope of the program, questions whose answers could constitute a working plan for the teacher.

Outcomes and competences

1. What specific objectives laid down in this activity unit are applicable to this lesson?
2. What specific pupil competences should I be striving for in this lesson?
3. How will I plan for all pupils to achieve some success and some evaluation experiences in this lesson?

Physical skills and activities

1. What activities should be chosen to help obtain the objectives sought in this lesson?
2. Do I understand the skills and activities to be learned, and do I know *how* to teach them?
3. Will the activities have to be adapted to the pupils, or existing facilities or weather? If so, how?
4. How can I correlate or integrate these activities and skills with other school experiences today or this week?

Physical environment

1. What facilities, equipment and supplies will I need?
2. What preparation of a physical nature will I have to make? (I.e., are courts outlined, play areas free from hazards, materials adequate to provide for maximum activity, plans made for proper use, care and distribution of materials?)

Organization and teaching of activities

1. How can I make the most economic use of my time?
2. What preparation must I make for the pregame teacher-pupil discussion?
3. What type of organization will I use to initiate the class period?
4. What follow-up, step-by-step procedure in class organization and teaching will I use to bring the experiences to a satisfying close?
5. What part will the pupils play in class management?
6. What teaching methods will I use, and in what order? (I.e., verbal explanation, physical demonstration, visual aids, etc.)

Evaluation

1. What shall I look for in pupil performance?
2. Do I understand how to analyze skills and activities for purposes of bringing about improvement?

3. What will be the organized procedure for teacher-pupil evaluation of skills and activities? What points need to be covered in this discussion?

Integration of Physical Education with Other Experience Areas

Integration of various areas of the school curriculum is a commonly discussed topic. As mentioned earlier, it is the integration of the *child* and not of the subjects which should be the goal. The curriculum should be such that the child can achieve the highest degree of *integration*. Physical education may be superbly incorporated with the rest of the curriculum, but if the child is unable to utilize the activities or is unable to use his learnings to solve his problem, his personal integration is not being furthered by his school experiences. It is in this sense of affording the child optimum development that the "integration" of physical education is discussed here.

Play Is Integrative

The child can "play his way" to meaningful learnings in many areas of the curriculum. For example, the child may play the game Numbers Ball to help develop significance of some arithmetical concepts or he may participate in a modified version of the Olympic Games to learn more about the Greek way of life. In fact, a unit study of the Olympic Games, ancient and modern, might prove applicable to the child's interests in many areas of the curriculum.

Pupil Interests Promote Integration

Pupil interests give the teacher a vital clue to integration possibilities. For example, the scheduling of physical education can well be related to class interest in seasonal sports as depicted in the American scene. Or, sometimes, a teacher-pupil-structured questionnaire on how leisure time is used can reveal much valuable information for purposes of sound integration between in-school and out-of-school experiences. The periodic occurrence of such special occasions as holidays, birthdays, class parties, and annual school, community, and educational observances provide ideal times to integrate physical education with pronounced individual and group interests. During an international holiday season, for instance, world cultures might be effectively studied

through chosen folk games and dances. For example, a sixth-grade class could demonstrate its civic interest by giving representative folk dances of various cultural groups of the community.

Finding Integrative Possibilities

A continuing role of the teacher, in planning and in actual teaching, is one of discovering and offering integrative possibilities for the learning experiences in physical education. The teacher, then, needs a backlog of integrative ideas related to the interests and needs of the children he teaches, so that he may make use of them, if necessary, on a few minutes' notice. The following suggestions, listed according to curriculum areas represent the types of ideas for which the teacher watches.

Arithmetic. Arithmetic is required for these physical education activities, thus presenting integrative possibilities:

1. Scoring skill tests in units of time, distance, or successful attempts.
2. Scoring games (recording and tallying points).
3. Keeping records of changes in height, weight and age.
4. Figuring team averages of class squads, local community teams, and professional teams.
5. Laying out, measuring and marking courts, diamonds and fields.
6. Dividing and counting sides as a squad leader.
7. Understanding scale drawings (playground-plot plans) of school site.
8. Learning number concepts through such activities as hopscotch, rope jumping and beanbag throw at target.
9. Timing physical performance tests with stopwatch.
10. Developing graphs and charts showing individual achievement in stunts and self-testing activities.
11. Understanding the meaning of such terms as diameter, circumference and radius of balls and circles.
12. Keeping batting averages of players.

Language arts. Physical education and language arts are related through these activities:

1. Giving oral reports on fictional and nonfictional sports stories.
2. Reading, writing, listening to and giving oral directions for executing individual skills and group activities.
3. Taking part, verbally, in teacher-pupil planning and evaluation sessions.
4. Experimentation with body gestures in speaking to individuals and groups.
5. Reading stories about sports in this country and in other countries.
6. Detecting and discussing the place of sports in certain classics.

7. Reading, writing and listening to poetry about sports. E.g., "Casey at the Bat."
8. Spelling action words that are closely related to physical activities.
9. Learning the meaning of sports terminology. E.g., "single wing" in football; "pivot man" in basketball; "keystone sack" in baseball.
10. Creative writing of sport stories or about physical activities.
11. Writing invitations to parents for classroom physical education demonstrations.
12. Studying game rules, history, terminology, strategy and scoring methods.
13. Writing for information concerning physical education activities.
14. Learning to understand common terms used in organizing class activities. E.g., clockwise, counterclockwise, single circle, double circle, parallel lines, column of two's or four's, square or quadrille, single line, single file, scattered or free formation.

Fine arts. The fine arts provide skills which, in some cases, coincide with physical education skills and in other cases enrich the physical education program. In return, physical education offers motivation and points of interest for development of fine-art competences. For example:

1. Appreciation of, and response to, rhythm and movement.
2. Making figures or charts illustrating correct body alignment for various postures and physical skills.
3. Communication of moods and emotions through body movement.
4. Making scale drawings of play area for purposes of beautification or improvement.
5. Decoration of classroom for physical education demonstration for parents.
6. Preparation of other appropriate visual aids.
7. Producing a puppet show illustrating various sports and games.

Arts and crafts. Arts and crafts and physical education may be easily integrated. Both areas have potentials for providing carry-over values in recreation and physical activity. Suggested integrative activities include:

1. Making physical education equipment and supplies for the class. E.g., ring toss sets, beanbags, drums and table games; paddles, shuffleboard disks and cues; targets and track equipment.
2. Beautification and improvement of play areas by various means. E.g., painting apparatus and landscaping grounds.
3. Making scale models of play areas and equipment for purposes of class organization and safety education.
4. Making manikin with movable joints for posture demonstrations.
5. Making puppets of sport heroes, to be used in a language-arts setting.

General science (including nature study). Correlating with physical education through the concept that the body is a "machine" of nature suggests these integrative activities:

1. Learning concepts of elementary physics. E.g., balance, leverage, propelling objects of various sizes and shapes, law of gravity, principle of movement in tumbling.
2. Appreciating the ways of nature through hiking; school camping; overnight and weekend excursions (outings).
3. Participating in mimetic activities related to nature and science. E.g., crab walk; natural phenomena; camping activities.

Health and safety. Certain aspects of health and safety are inseparable from physical education on the elementary level, as evidenced in these areas:

1. Learning the care and use of the body through physical activities.
2. Discriminating between good and bad safety habits in physical activities.
3. Awareness of what constitutes comfortable clothing for various playing conditions.
4. Learning proper diet conducive to good physical condition.
5. Learning personal health habits.

Social studies. This area carries many implications for the practice or furtherance of competences learned in physical education. For example:

1. Appreciation and understanding of the significance of sports in the history of various countries. E.g., Olympic Games, tournaments of the Middle Ages.
2. Developing qualities of leadership and followership essential to democratic living.
3. Identification of self with peoples of other countries through participation in folk games and dances.
4. Learning the origins of games and folk dances.
5. Planning for participation in classroom programs typical of various countries. E.g., rodeo, fiesta.
6. Awareness of similarities and differences in play patterns of various countries and how people have adapted play to the unique characteristics of their environment.
7. Understanding of other peoples through participation in games played by other peoples. E.g., Mexican, Indian and Eskimo skills, dances and games.
8. Learning to arbitrate and compromise on differences of opinion in physical activities, just as peoples of the world have done and must do to survive.
9. Learning to cope satisfactorily with conflicting interpersonal relationships.

Teacher-Pupil Planning

Co-planning is a part of physical education that contributes much to the development of major competences in the areas of democracy, decision making, personal responsibility and social values. Through it the teacher can give considerable personal guidance, both individual and group. The retiring child and the overaggressive child can each find in this group interaction a comfortable place among his peers. Furthermore, when the discussion is over, children are given a chance to "practice what they preach" or prove themselves in each other's eyes as well as their own.

Interest as Motivation

Fortunately, the nature of physical education offers high appeal and challenge for most children and easily lends itself to the propagation of a spirit of cooperation. Because of this, pupil motivation for co-planning is often strong, provided it has not been destroyed by previous unsuccessful co-planning experiences. Certainly no school experience can be more dull and meaningless than a forced, unmotivated co-planning session. Not only does it frustrate and discourage the teacher, but it wastes valuable learning time.

Co-Planning Is Integrative

Some teachers think that co-planning merely means asking the class, "What would you like to play today?" or "Would you like to play dodgeball today or shall we learn a new game that teaches us how to throw a ball?" This is not co-planning. Co-planning involves actual learning opportunities that arise as a result of previous learning situations. It involves problem recognition, search for the causative factors and determination of a practical solution. Co-planning cannot help but provide integrating situations for the class members as it calls on the use of skills in many areas of the curriculum.

An example of co-planning. An especially good example of co-planning in the classroom is given by Miel. Here the second-grade children are practicing the democratic principle of community responsibility, through an interest in safety and physical education of the playground.

One week five of Miss Isaacs' second grade children were involved in playground accidents. For two days conference time was used to discuss the causes of accidents. The teacher's diary shows how these discussions led to the performance of a useful service:

> The children at first tended to be very personal in placing blame. . . . I suggested that we think about which accidents were due to careless use of equipment and which to failure to share the equipment. On Monday we plan to go out to the swings to see if we can discover why the accidents happen. [From teacher's diary.]

Miss Isaacs' account of the children's later activities reveals the nature of the plans made:

> This week we have spent much time out-of-doors. Older children have been cutting low-hanging branches on the playground while my second graders carry away the twigs and branches. The committee on swings is digging narrow shallow trenches and sinking yellow-painted two by fours in a rectangular space around the swings to mark off a danger zone. The rest of the class has filled in marble holes and removed dangerous stones. [From teacher's diary.] [1]

The co-planning and subsequent activities involved in this experience started in the area of physical education but utilized skills in the areas of language arts, student government, arithmetic and citizenship before it was completed. The whole experience produced much pride in accomplishment and thus "set the stage" for further possible learning experiences in all these areas.

Co-planning Provides Real Learning

One of the most important concepts that can be derived from the teacher-pupil planning process is that, in the final analysis, the child must be given the freedom to learn in his own way. He needs many opportunities to make choices, formulate rules, and take part in group decisions in physical education. In other words, he *must* do his own learning because he learns what he accepts for himself. The setting in which this type of learning best flourishes is a democratic one where the child is guided to develop reasoning power, initiative and creativity to purpose, plan, execute and judge physical activities as a group member and as an individual.

Pupil self-understanding. As pupils become more involved in the planning and organization of the short-range program they can learn

1. Alice Miel and Associates, *Cooperative Procedures in Learning.* New York: Bureau of Publications, Teachers College, Columbia University, 1952, pp. 172–73.

to understand themselves better. Their duties and responsibilities become clearer to them as they decide on standards of conduct and organized procedures to carry out group decisions. They are learning self-responsibility through managing their own activities. They are growing in personal independence and initiative.

Relationship of Co-planning to Co-evaluation

Co-planning and co-evaluation are sometimes so interwoven in class discussion that it is difficult to distinguish between the two. Generally speaking, however, the planning phase usually precedes the activity phase of a physical education lesson while the evaluation phase follows the actual activity. However, it should be recognized that the two appear closely related in most lessons. Vannier and Foster give an example of a lesson plan showing this relationship.

Objective: To teach children how to play "end ball"
Procedure:

1. *Orientation.* Give the class a preview of the game by observing an upper class play a demonstration game.
2. *Planning.* Discuss with the class the object of the game and help them to identify skills used, team position, and the rules. Form color teams of squads and let players take assigned positions on the playfield.
3. *Executing.* The pupils will walk through or explore their team positions and then play the game.
4. *Pupils' evaluation.* Following the playing of the game, the teacher will lead the children to consider what they should have done to play the game more effectively. They may compare the way they saw the demonstration game played with the way they played it or analyze only their play and establish their needs. The children will discover through this procedure what they need to learn or practice in order to play more skillfully. Thus they will discover their need for learning, which through increased interest will cause them to learn more rapidly than if the teacher had pointed out what she thought they needed to learn. Through such evaluation, teacher and pupils share a new purpose and agree upon objectives for the next lesson. These may have included:
   a. To practice a straight throw for distance
   b. To practice catching while standing; while running
   c. To play "end ball" again [2]

In this instance we see that an element of evaluation must rise out of the orientation phase otherwise the planning cannot follow to best

2. Maryhelen Vannier and Mildred Foster, *Teaching Physical Education in Elementary Schools.* Philadelphia: W. B. Saunders Company, 1954, p. 68.

advantage. Then again, the evaluation at the end of the lesson involves planning for the next session. In learning through the problem-solving approach, planning and evaluation depend very much on one another. Sound decisions made in co-planning sessions will help to foster successful organization and management of class activities.

Organization and Management of Class Activities

Good class management in physical education exemplifies controlled freedom and individual responsibility, with due consideration for the rights and privileges of others. Variations in the procedures for class organization allow children opportunities to assume many different roles in situations that develop individual initiative, independence and self-discipline.

Values of Squad Organization

The unique nature of physical education lends itself to a form of class organization that is highly functional—namely the squad plan of operation, in which the class subdivides into two or more teams or groups. Squad organization has value in teaching many of the competences for total fitness, as well as in allowing the class to function in a democratic manner. Cooperative attitudes of "we-ness," through pride in squad membership, can contribute to good morale. At the same time, practice in the skills of self-discipline and responsibility can help build feelings of individual self-esteem.

Time is saved. One of the main advantages in the use of squad routines is the time gained for actually *playing* the game, because daily detailed directives become less necessary. When the activity for the period is specified every squad member and leader soon learns to respond promptly to his role and when the class reaches the play area activity can begin immediately. Furthermore, use of efficient squad routines in passing from classroom to playground and in setting up game formations lends stability to class management.

Squads are healthy gang substitutes. The squad plan of organization can help the child feel more secure in his class and school environment, because for the child of the upper grades the squad is not unlike the neighborhood gang in which he learns many of his social values. As in the neighborhood gang, the squad provides a convenient testing

ground for the child as he makes daily judgments and decisions. The teacher has little control over the neighborhood gang but his influence can certainly be felt in the smooth functioning of class squads.

The teacher is freed. Smooth functioning of class squads, developed by appropriate teacher organization and good pupil leadership and followership, allows the teacher to circulate more freely among squads and accomplish more actual teaching. He can spend more time, for instance, observing individual skills and squad cooperation, or he may wish to conduct "spot evaluations" with individual small squads.

Grouping the Squads

One of the first decisions a teacher must make in grouping his squads is the number of squads he wishes to employ. If the class is to play a team game like softball there is no problem, of course. For other small-group activities (rhythmical experimentation, story plays, four squares, tetherball and rope jumping) and skill practices (including testing), squads of about six to eight members are most satisfactory. Often, three or four class squads will prove a convenient number of groups for the teacher to work with. There are times, however, when it is highly desirable to divide each squad in half for purposes of practicing individual skills and small-group stunts and games. New squad groupings may well be formed at frequent intervals (three to six weeks) to prevent possible cliques and allow greater social experience, or for other reasons.

Ways of grouping. Grouping by "counting off" is a common and simple way to group squads. Two popularity-based techniques are available: (1) the names of all the children are written on 3″ x 5″ cards and the squad leaders privately choose their teams, in turn, from the cards, thus avoiding having any child being orally chosen last; and (2) grouping by the teacher according to friendships whose existence is known through observation or sociometric techniques. Other teacher-made groupings may be on the basis of common need, special interests, ability or sex. In any case it is always poor practice for squad leaders to "choose sides" while confronting the class group.

Classifying the "whole child." It is logical and easy to say that children are most satisfactorily grouped in squads according to their needs, interests and abilities. But this is difficult to put into operation, because the child learns as an integrated individual and not only

through a selected facet of his personality, intellect or physique. For example, a child may be outstanding in physical ability, yet retarded socially because of his uncooperative attitude in physical education. What type of group will meet his needs, interests and abilities? Shall he be grouped with children who are physically *and* socially able, or with children who are physically and socially handicapped? What if no other children in the class are even similar to him in over-all profile? This common type of problem emphasizes the need for flexible grouping—that is, continuous regrouping.

Continuous regrouping. The teacher's powers of experimentation and perception must be exercised extensively in the regrouping process. One month the teacher may find that his class groups better according to physical skill; during the next few months popularity factors seem to be dominant. Often the problem child may accidentally be placed in a group where he works best for no reason the teacher can understand. Children often can benefit from monthly regroupings, in which they are exposed to new learning situations where they may acquire new interests and competences or develop latent ones. By the same token, a teacher should also be conscious of the need for retaining current groups to secure greater feelings of "belongingness" or other morale factors. For example, a squad member with outstanding physical skill might possibly motivate less capable members to improve their performance and self-confidence.

> *"How can I organize my class to help* all *children reach their potential ability to perform physical skills?"*

In physical education, as in all other areas of the curriculum, there is need for individual and small-group instruction in developing physical skills appropriate to the age, maturity and skill of the children involved. The selection and use of individualized practices in skill development and progression need to be based on valid evidence which reveals the child's level of ability. This evidence may be secured from four main sources: (1) the teacher's observation of children in action during the physical education period as well as during the noon-hour program; (2) the child's previous skill in physical performance tests which may be recorded in his permanent record folder; (3) results of informal tests of physical skills which may be given by the teacher seeking evidence; and (4) additional information which may be found

in the permanent records. The teacher's analysis of this evidence may indicate a wide range of competency in physical performance within his class.

Homogeneous grouping has its place. In providing for individual differences in skill proficiency it is often helpful to rearrange or reshuffle the make-up of the regular squads according to their skill abilities. Some teachers may find that they need as many as eight or ten squads with temporary leaders chosen for each group. As teacher and pupils plan and evaluate their individual and small-group skill practices greater self-direction and self-selection of skills and activities can take place. Squad 6, for example, may take a more realistic look at their ability to play netball after they analyze their scores on the volleyball skills test. In planning their future skill practices this squad might want to get needed help from the teacher in learning how to serve and hit the ball properly. Of course there are times when the teacher will want to be more directly involved in the daily activities and plan the instruction with a definite purpose in mind. For example, when four homogeneously grouped squads are used, the more proficient groups can play a familiar activity while those needing more help can work directly with the teacher. The next day the squads can reverse their activities with the more proficient group working on advanced skills and activities. Working with a smaller group of children the teacher can watch for incorrect skill techniques and provide help when needed.

When a group is learning a new activity it is important for the teacher to stay with them until they can successfully carry on the activity by themselves. As the teacher circulates from player to player and from group to group he may want to keep mental notes of incidents or ideas which can make the evaluation sessions more helpful to the children involved.

As the teacher works with *all* children in their skill development program he may find it helpful to keep the following factors in mind:

...children need lots of praise when they are learning new skills
...start with simple skills and work toward the more complex ones
...try to eliminate the child's fear of the unknown
...help each child recognize and accept his limitations according to the maturity he has achieved
...demonstrate often for those who need more help
...keep verbal explanations concise

...use key words or phrases to help the child learn the skill. E.g., keep your eyes on the ball; step and throw; follow through; cup your hands; keep your back straight; one foot forward; look at the target; be relaxed
...use different type formations in practicing skills. E.g., circles, lines, rectangles, squares
...start with short distances between players when first learning throwing and catching skills
...review the skill in many different ways. E.g., skill games, relays
...encourage children to practice the skills at home
...encourage children to keep their own skill-tests scores and achievement charts

Developing Leadership and Followership

Preceding the actual formation of squads is the need for teacher-pupil discussions on the roles of leadership and followership in physical activities. These discussions should be centered around those qualities, duties and responsibilities necessary to assume these roles effectively. The result of such co-planning might well be made into a chart with some such title as, "How We Can Be Good Leaders and Squad Members." Of course, discussion in itself produces neither good leaders nor followers—children on all grade levels need to be given opportunities to lead or follow in experiences that are important and real to them. However, class discussions on group expectations in these roles can partially reveal those codes, values, character traits and standards considered important by the group and the teacher.

"Everyone wants to be leader"

Teachers sometimes find themselves confronted with the problem of many children wanting to be leaders most of the time. Probably, these children are either having difficulty developing traits of followership or have not had ample practice being leaders. On rare and timely occasions such children might be placed in a rather difficult leadership role with little apparent guidance by the teacher. Should they encounter difficulty in getting their groups to follow directions, they might be led to understand that good followers are an essential of any group. Of course teacher-pupil discussions about critical situations in which leadership-followership behavior standards have been violated often prove beneficial. The teacher might be ready to pose such questions as "What makes a softball game function smoothly?" "How does the leader of a democracy operate—can anyone give him advice and demand that it be followed?" This could well lead to further thoughts

and ideas about individual and group responsibilities, both in physical education and in the democratic way of life in general.

Progression. Through increased skill in leadership and followership and consequent greater self-direction in group performance, a squad can be expected to progress in the type of organization with which it can cope. For example, for the "beginner" squad in the second or third grade, the teacher must appoint a reliable captain, designate specifically the play space and give the signal to start playing. An experienced squad could do all these things, and possibly others, for itself. Smooth and productive functioning of class activity groups usually leaves the teacher with few problems of class management and more time to devote to individual pupil problems.

Other Aspects of Class Management

Co-planning and co-evaluation can constitute problem-solving clinics for class-management problems in physical activities. Class interaction, especially right after a problem arises, can reveal or establish accepted patterns of behavior, and thus possibly serve as curative learning situations.

"I always have a few pupils who won't take part"

This is not an uncommon teacher remark. Often these children do not make specific trouble; they just don't enter into the activity. Several avenues of approach may be considered to bring such "fringers" into the game: (1) be sure the starting signal is clearly understood; (2) try to determine any fears the child might have, e.g., falling, being hit by a ball, not comprehending rules and playing position, poor skill performance which would cause imagined peer ridicule; (3) find out what games or positions the child does like to play and give him a number of chances to "try his wings"; (4) try to provide some activity in which the child shows interest, so that the necessary large-muscle activity and physical skills will not be neglected; and (5) teach activities that do not eliminate the less skillful child. In this way at least some of his physical needs may be met, even though it may be through a nongroup activity. Of course, none of these general approaches may alleviate the situation, but consideration of them may be a starting point from which a teacher can progress to the individual characteristics of each particular problem.

Keeping formations. Two other management questions often asked by teachers are : (1) "How can I keep relay lines straight? We always

end up in disorder and confusion"; and (2) "My first graders can't 'keep a circle' long enough to finish the game—what can I do about it?" These two questions are related in that they both deal with children staying in lines, and thereon hinges part of the solution. *Playgrounds must have lines*—straight lines, curved lines, long lines, short lines, rectangles, squares and circles! If they are not available in permanent form, they can be temporarily made by the teacher and pupils. For instance, to make a circle, one child stands on a spot and holds a piece of string to the ground. Another child or the teacher holds the string taut at a predetermined distance—as a radius—and walks around the center child, drawing a line with a piece of chalk, a stick, or a small bag of flour. In some instances the school may provide whiting, which is better than flour.

In the case of the circle formation, concentric circles on the ground and cooperative discussion as to their meaning is about the best suggestion that can be offered to keep small children in line. For the relay problem, two other suggestions have been found helpful: (1) keep squads small so that the child does not tire of keeping alert for his turn to come (six teams are not too many to compete at once); and (2) establish marks for squad line-up using curved lines so that all members of the squad can see the activity; this will require more distance between teams, of course, than if all the members of a squad lined up directly behind each other. Even with the use of these suggestions the problem will probably not disappear completely as the exciting nature of a relay is conducive to bodily movement.

Changing game formations. In some situations the teacher wishes to stop an activity in one formation and convert easily to another formation without wasting valuable learning and teaching time to give detailed directions to the class. If a playground has ample lines the problem is lessened considerably. In any case, the teacher can develop a set of simple word cues that will achieve the desired effect quickly. For example: to change from a single to double circle start by having the children count off by two's; then instruct the "number two" child to step directly in front of the child to his left. Similar type techniques are functional for other commonly used formations.

> *"My children seem to scatter in all directions when the class goes out to play. What can I do to keep them together as a unit?"*

Effective class control of children entering the outdoor play areas

seems to be more difficult on some days than others. There are times when children may be unusually restless or tense and crave greater amounts of large-muscle activity. On these occasions they usually look to the freedom and expanse of the out-of-doors where they may release their needs for physical activity. When this condition exists often, or usually, it might be well for the teacher to re-examine his techniques of class organization and procedure, for therein lies the key to class control.

Reviewing class organization and procedure. Functional class control on the playground depends greatly on sound methods of class organization and procedure. Many playground disciplinary problems can be prevented if the teacher has come to some agreement with the class on acceptable playtime procedures. It is sometimes helpful to develop a personal checklist for short-range planning in this area. The answers to the following questions can help provide such a step-by-step plan of action for organizing and conducting the physical education period.

1. Do children understand the meaning and importance of following class behavior standards? (This becomes a long-range aim.)

a. Meaning of good sportsmanship. E.g., proper attitude about winning and losing, courtesy to others.

b. Meaning of teacher's signals, either hand or whistle. E.g., one short, sharp blast means quiet and attention.

c. Movement of children between the classroom and play area. E.g., double file formation, low voices, following direction of leaders.

d. Authority of game officials. E.g., respect and support for decision of officials.

e. Conflicting opinions or disputes among players during an activity. E.g., on-the-spot decisions of squad captains should be respected.

f. General safety precautions. E.g., always keep two hands on apparatus, learn correct performance of skills.

g. Care and use of equipment and supplies. E.g., no sitting on balls, kick only kick balls, return all balls to supply monitor.

2. Do children understand the meaning and importance of supporting squad leadership, followership and acceptable group practices? (This also becomes a long-range aim.)

a. Qualities and responsibilities of squad leaders. E.g., being fair,

honest, alert, courteous, dependable, helpful and informed.

b. Qualities and responsibilities of squad members. E.g., being fair, cooperative, respectful of leaders, receptive to suggestions and alert.

3. Do children understand the purposes and meaning of the activity, including basic rules, terminology, playing positions, safety factors and special ground rules peculiar to the game or school situation?

a. Brief discussion of activity to clarify correct playing positions, rotation, procedure and strategy. Allow questions and answers.

b. Demonstration (walk-through) of activity by a group of children in classroom or on playground.

4. Do children visualize and understand the physical skills and game strategy needed to succeed in the activity?

a. Demonstrations (by teacher or child) and explanation of specific physical skills.

5. Do children understand the meaning and importance of adhering to play period assignments made in the classroom?

a. Nature of group assignments. (Who plays on what squad or team?)

b. Individual and group assignments of children to designated play areas for the period or part of the period.

c. Assignment of game positions. (Who plays what position?)

d. Rotation of individual playing positions. (Who moves to what position and when?)

e. Length of time children will participate in any activity. (How long will each squad or team participate in activity? What *group* of children moves to what position and when?)

f. Assignment of play area for roll call or beginning activity.

g. Initiation of activity on playground. (What individual or group starts the activity? How is the activity started and stopped?)

6. What provision is made for procurement and care of supplies for the physical education period?

a. Assignment of supply monitor to his agreed-upon duties. E.g., distribution, care and return of all supplies to proper places.

Clearly understood and executed procedures in class organization and management serve as necessary vehicles for transmitting into action plans made in the classroom. Then too, the success of the

"teacher in action" might well hinge on such simple aspects of class management as type of group response to teacher-directed signals, and adherence to a workable group arrangement for demonstration of skills and activities.

Taking Stock

Brief inventory of short-range planning might well be taken through self-questioning on the main points of consideration. Answering these for himself may give each classroom physical educator an indication of the quality of his short-range plans.

1. In what way will my schedule be flexible?
2. How much time will I allow for big-muscle activity?
3. What physical skills are involved in my weekly schedule?
4. In what way will I use units and lesson plans to teach activities?
5. What provision will I make for integration with other curriculum areas?
6. In what way will my pupils help plan and schedule the program?
7. What will be the best means of organizing my class into squads?
8. What specific leadership and followership experiences will I provide for my class?
9. Are my plans for class organization and procedure such that I am confident of good class control?

CHAPTER IV

The Teacher in Action

In the actual teaching of physical education skills and activities the teacher-philosopher and the teacher-in-action join forces. Planning blossoms and learning evolves. The teacher, at the fulcrum of the learning situation, can enable optimum development of those skills, knowledges, and attitudes necessary to good health and citizenship in a democracy. For example, through guided experiences in physical activities the child can learn how to play the game according to the rules; how to perform the physical skills for effective living; how to be fair, kind and generous to others; and how to give his best performance for the welfare of the team. This chapter deals with suggested teaching approaches and the actual teaching of physical education skills and activities.

Environment for Learning

A good environment for learning in physical education depends greatly on wholesome relationships between the teacher and children, and between the children themselves. A spirit of friendly cooperation and mutual trust and respect between all group members, including the teacher, is a "must" for efficient learning to take place. When the attitude of "let's work this problem out together" sets the classroom climate more wholesome cooperative procedures may follow. For example, in learning physical education skills the child and teacher

not only can discuss and analyze performance but also make concrete plans for more practice outside of class. In such cases, an individual check-up by the teacher on the progress made can be a strong motivating factor for the child.

Developing Peer Status

The child's peer status is closely associated with his ability to perform physical skills and activities in a socially acceptable way. Children attach great importance to the kinds of success that accrue through physical education because these often serve as obvious boosters to peer status. There is good reason, therefore, to believe the child needs optimum support from his teacher in learning physical skills. No child deserves to be "saddled" with a teacher who is indifferent toward the concept that physical education is a vital force in his life.

Guidance through Physical Activities

Effective child guidance can take place through physical activities when the teacher exerts a sincere interest in the all-round development of the child. The caliber of the child's mental health can often be improved through teacher-guided physical activities. For example, the teacher might well formulate a long-range plan whereby he seeks out and periodically develops particular physical talents of children for purposes of "spotlighting" them before the group. Such special attention could be in the form of a stunts and tumbling demonstration for teaching purposes, a praiseworthy comment by the teacher on a clever bit of strategy by squad members, or a leadership role for some phase of the program. These special "moments of prominence" are extremely important to some children, especially to some of those who are emotionally disturbed. It is in such situations as these, also, that both the intellectually retarded or gifted child can gain newfound respect from his peers and feelings of importance for himself.

Teacher participation. Children often like to feel that their teacher is a "good Joe" who enjoys being with them during informal play times. It is during these casual, yet meaningful, moments that teacher and child can "let down their hair" and really get to know each other's worlds a little better. This may mean that the teacher must

change into a pair of more comfortable shoes or wear clothes which will allow more freedom of movement on days of vigorous activity. The teacher who is considered by the children to be a friend and companion in play may easily help them to overcome fears that they may have in the performance of physical activities.

"I really would like to join in activities with my class, but I feel too awkward!"

Frequently the nonparticipating teacher of physical education wishes he had more skill and endurance to take an active part in the fun of the game with his class. Such teachers evidently know the value of this type of relationship with their pupils, but are often held back by a feeling of inadequacy in the physical skills necessary to play the game. No teacher wants to place himself in a teaching situation where he feels out of place, ridiculous, or self-conscious. Before the unskillful teacher can expect to be an effective physical educator, however, he needs to find some reasonable way to make himself more comfortable in physical activities. Needless to say, there is no complete substitute for the mastery of skills as a means to easy and natural participation by both teacher and class. But this is a long-term process.

One way for the teacher to lessen any tension that may exist because of a hidden but unfulfilled desire to be a more active participant is to admit frankly to his pupils that he is inadequate in the performance of physical skills. Besides, older elementary children, in "sizing up the teacher," easily recognize why the teacher seems to stay out of the games. A frank statement by the teacher on his skill status can help create the happy class tone of "let's all learn together in physical education." If this is a class in which each pupil keeps his own skills-progress chart, the teacher may wish to keep one for himself that the students may see and compare with theirs. This can often be a great motivation to some of the less-skilled pupils—friendly competition with the teacher.

Studying children through physical activities. Meaningful observation of children in physical activities can have highly significant implications for the entire school curriculum. Many growth characteristics and individual differences that are sometimes hidden in the classroom often appear in the physical education period. Information gained through valid observation may help determine the direction

for many classroom experiences. For example, a slow reader who excels in physical education activities may improve his reading ability through sports stories, an interest discovered by his teacher.

Teaching Physical Skills through the Problem-Solving Approach

The problem-solving approach to teaching physical skills can be naturally and soundly utilized. It is not a new concept in teaching and has the advantage of being easily understood and applied. Furthermore, it can, in many instances, provide self-perpetuation of learning, in that through its evaluation aspects it develops pupil-felt needs, thus presenting a new problem for the next class session.

Felt Needs Enable Learning

Learning usually takes place when a pupil-felt need exists. A teacher can provide experiences that motivate children to feel their needs. For example, the teacher may see the need for his class to become competent in a challenging game which is suited to their general maturity level and skill needs. A class discussion on the need to learn the skills of the game may not prove very effective as a motivating device. A more direct approach would be to suggest immediate participation in the actual playing of the game. In this way the children may see first-hand how surprisingly inadequate they are to perform the activity satisfactorily. The class evaluations of what has taken place can create a felt need for really learning the skills, rules and strategy. The goal (playing the game with success) has defined the needs (skills) so that learning may now be approached through demonstration and explanation of skills.

"Aw, let's not practice skills, let's play the game"

When children offer strong objections to the way in which an activity is presented, it can be very discouraging to the conscientious teacher. This can be particularly true when practice in physical skills, per se, seems boring to children, and when they see little connection between the skill-drills or individual practice and the achievement of the activity. In this type of situation, the teacher then must find a way to lead

the children into feeling the need for skill-drill and individual practice. In other words, *create* a felt need.

Children often become excited about the new activity when it is first explained to them and show a strong desire for immediate participation. Such a "let's do it now" feeling among children is a perfectly natural one on which teachers can profitably capitalize. But, in some cases, this spontaneity can be abruptly dampened by a teacher's suggestion that the necessary skills be practiced first. Although this approach may sound very logical to the teacher, many children frequently respond rather negatively to this suggestion. Countless children have the erroneous opinion that they already know how to perform the skills. "Why waste time on them when the game's the thing," they reason. When this attitude is prevalent among children there appears to be little felt need to learn the skills, per se. Skill practice or drills usually serve little purpose at this time. When the teacher knows from previous experience that the class attitude reacts in this vein, he may do well to offer his class immediate participation in an activity, without suggestion of any skill practice. The give-and-take of actual play may then serve to establish felt needs. Many of the children will not know enough rules (i.e., court size, strategy, play positions, scoring) or skills to enjoy the game. Naturally, this method of allowing a game to disintegrate into chaos, conflict and boredom has to be carefully handled by the teacher. However, children can come to realize that each new situation calls into use different knowledges and skills that are necessary to individual and group success in physical activity.

Felt needs among children to learn more about the basic elements of the game, including required group behavior, can be developed during the follow-up game evaluation period. It is during this time that children can begin to see why their play was poor and what needs to be done in future physical education periods to enable them to play the game with greater enjoyment and success. For example, the teacher can help to develop the child's insight during the evaluation session by asking such questions as "How many of you enjoyed the game of Bat Ball?" "Did everybody get to touch the ball?" "Why didn't Squad 2 get their 'ups' during the physical education period?" "Why did you have such a difficult time playing the game?" The answers to these questions and others by the class members may reveal such helpful facts as the following:

1. We didn't know how to play the game as well as we thought we did.

2. It isn't much fun to play the game when everybody is confused about the rules and argues all the time.

3. Somebody needs to be the leader and others the followers if the game is to be played smoothly.

4. We should not argue about the decisions made by the officials.

5. Perhaps there are questions that need to be answered before we go to the play area.

6. Knowing how to perform the skills of the game might make it more fun to play. Why don't we practice the skills first and then play the game again?

When children are allowed to discuss freely their observation about what happened, and what should be done to improve the situation, they see better the need to learn the rules and fundamentals of the game. Orientation sessions on the rules, skill drills and practices are usually welcomed by children if such discussions grow out of recognized needs for self-improvement toward goal attainment. Make sure that children understand the object of the activity being played in terms of group goals and individual aspirations.

Building Group Consciousness

Teacher-pupil evaluation provides a natural structure for discussing problems involving interaction among class members in the classroom and on the playground. With the use of sociodramas, role-playing and mythical-story techniques much can be done to establish better group consciousness and standards of behavior among class members. For example, in the use of the mythical-story technique a teacher might use a true-to-life situation, allowing children to react to it verbally. Through the give-and-take of group discussion children can acquire an awareness for the need to work and play cooperatively.

A typical story technique. One teacher built a story around a critical incident in physical education and called it "They All Wanted to Pitch." The story was about the members of Squad 4 who were not content to rotate the positions cooperatively in their softball game. Rather, they spent most of their time bickering about who would pitch next. Squad 4 usually managed to lose its games. Why did they? This type of situation, if skillfully presented by the teacher, can pro-

mote interesting class response and increased pupil insight into the individual responsibilities involved in team play.

"My class is always arguing and bickering about the rules"

Physical education activities can easily be disrupted by children who refuse to abide by accepted game rules because fellow-players are quick to reveal their obvious disapproval of unfair situations. Game rules are important to children because their enforcement better insures an equal opportunity for all participants. Rules can provide children with a certain amount of security in that they serve as tangible guides for action within recognized boundaries of acceptable behavior. There are many reasons why game rules are broken. Some children merely misunderstand the rules; some use rules to compensate for their lack of ability; and others seek attention by deliberately breaking them. A few children cleverly capitalize on loopholes in the rules. For example, a pair of skillful tetherball players may make preliminary plans to monopolize the court by not actually trying to win. When such action occurs, modification or additions to rules are usually needed to provide equal opportunity for all. Repeated rule infractions can generate numerous behavior problems on the playground.

Certain specific steps can be taken by the teacher to prevent the misbehavior which arises when some children do not abide by the rules. Preventive measures seem to be more effective than attempts to treat the disorder after it arises.

1. Mark clearly all lines and courts indicated in the rules. Some teachers use pupil ground crews to mark temporary court areas with chalk prior to the physical education period.

2. Plan class discussions on the meaning and purpose of having game rules and regulations. E.g., safety, equal opportunity, rules of democracy, sportsmanship.

3. Standardize and post rules of commonly played activities on school and class bulletin boards. This can be a project for the student council.

4. Plan class discussion of specific game rules before actual participation. Follow up with evaluation of behavior problems which may stem from rule infractions during a critical incident. Discussions may reveal a need to modify existing rules to suit the class or school situation.

5. Teach activities which can be played before school and during the noon hour.

6. Plan a class chart or game book listing activities children know how to play correctly. Emphasize knowing game rules.

7. Plan class discussions on the responsibilities and duties of squad leaders and members in conflicting situations involving rules. It is important to provide a channel of communication for expressing grievances at the end of some physical education periods.

8. Orient noon-hour pupil playground leaders to game rules before they assume their duties. Clinics for playground leaders can prove helpful in this area.

9. Utilize the honor system (without too much pressure) in team games. This means that each child takes it upon himself to declare each foul or rule infraction committed by himself, either verbally or by some prearranged sign such as a raised hand. It is helpful to hold evaluation sessions after honor system activities.

10. Personally counsel with pupils who are causing resentment by their unfair behavior. Perhaps these children could be encouraged to gain attention through positive action. E.g., officiating duties, demonstration of skills.

Demonstration and Explanation

Visual demonstrations and verbal explanations of physical skills are valuable and necessary in teaching children how to "get the feel" for correct form in the various skills. This means that the teacher has to know what constitutes good form and be able to explain it in a motivating way. Sound teaching of the physical skills should give the children the necessary knowledge and understanding of what is to be done and how to do it, so that they can analyze their own performances. Verbal explanations (clear, *concise,* simple) and visual demonstrations (persons, blackboards, pictures) can provide children with clear concepts or visual pictures of the correct form required for the physical skills. All teaching aids for demonstration purposes should serve as stimuli for the development of interest, greater conception of correct movement, and a stronger desire to imitate the action portrayed.

Demonstrating simple and complex skills. A demonstration of simple skills should concern itself primarily with the whole movement in slow-motion style; in complex skills more careful attention should

be given to the individual parts of the movement. In the learning of skills on the elementary level *precise* details of movement can be refined after the whole movement has become a more automatic "natural part" of the child. Undue emphasis on details of movement may discourage the learner.

When teaching new physical activities always try to avoid or remove any fear of the unknown which children may have. Timid or slow-learning children react more favorably to a teacher who keeps her voice low, natural and conversational as she introduces activities which progress from a simple to a complex nature.

If the teacher cannot demonstrate. It should be the goal of every teacher of physical education to be able to demonstrate the basic movement skills reasonably well. Failing this goal, it then becomes necessary to improvise by using other effective means of demonstrating, such as the use of competent children. In such cases, the child provides the visual demonstration and the teacher coordinates his verbalized explanation of the skill with it. Basic to this method, of course, is the teacher's understanding of correct skill performance.[1]

Children as demonstrators. Highly motivated, competent children can often do an excellent job of demonstrating skills and, with proper preparation, can also explain motor movements. Children who assist in this way develop new skills as they help teach. It can be valuable for the fast learning, physically competent, easily bored child to have an added responsibility of this type. Teachers who have allowed children to perform in this capacity are often amazed at the ability that some children develop in communicating their ideas, feelings and personal skill analyses to others. (Through such experiences, some children may be stimulated to consider teaching as a profession.)

Freedom to learn skills. A child's freedom to explore, experiment and test himself may be a necessary component to his arrival at a tentative solution to his problem, so that undue demand that he speed up his learning process in skill development may cause him to develop faulty skill habits. Each child needs freedom to learn skills at his own pace, coupled with structured class procedures which emphasize meaningful practice.

The noon hour and before school are considered to be laboratory

1. Teachers who need help in analyzing physical skills for demonstration purposes may find references in the Selected Reading List that will satisfy their needs.

periods in which children are allowed freedom to practice and improve the skills taught in physical education. A wide range of large- and small-muscle activities involving varied rules and techniques should be encouraged during these exploratory periods. The carry-over value gained from a wide variety of noon hour and before-school activities can be invaluable to total fitness as the child progresses into adult life.

Overlearning for carry-over value. Williams describes overlearning as the practicing of an accomplishment already learned and points out that there appears to be a direct relationship between the amount of overlearning and the length of time that may pass before the skill is lost.[2] Bicycle riding is an example of a skill which is often overlearned and which can be resumed later in life, following a period in which it has not been practiced. It would seem, then, that children should be encouraged to practice accomplished skills a great deal if they would constitute valuable carry-over activities for adult recreation. For example, volleyball, folk dancing, tennis, shuffleboard, handball and horseshoes are activities of major recreational value whose skills children could be justifiably encouraged to overlearn. Likewise the fundamental skills of walking, running, jumping and hopping have carry-over value.

Appraisal of progress made in skill development. The culminating phase of the problem-solving process of developing skills is evaluation or appraisal of accomplishment. It is unrealistic to categorize evaluation as a separate step in teaching, since it is a continuous process that directly or indirectly takes place in all the learning experiences the child undergoes. The degree to which the problem has been solved is evidenced to a considerable extent in the child's ability to perform the skills, both in and out of game situations. A teacher may wish to follow his evaluation of pupil achievements with an appraisal of his own teaching ability, and in this way perhaps discover new approaches to old problems.

Common Problems in Teaching Physical Activities

Expressed problems of elementary classroom teachers focus on a number of common "trouble" areas in physical education. These areas

2. Jesse Feiring Williams, *The Principles of Physical Education*. 6th ed. Philadelphia: W. B. Saunders Company, 1954, p. 187.

may be basically related to facilities, scheduling, school administration, growth characteristics of a certain age group of children, or teacher inadequacies, but they all constitute immediate difficulty for the teaching of physical activities.

Ideas presented in the ensuing discussions of some of these problems are among those used by classroom teachers in actual situations. Many of the ideas have worked to the extent of essentially alleviating the problem while others have shown varying degrees of success depending on group circumstances.

"The boys in my class won't dance"

Getting boys to participate in dancing is perhaps one of the knottiest problems in the teaching of rhythms and is usually associated with the idea that "it's just their age." Teacher presentation helps set the climate for equal and natural boy and girl participation and can often help smooth over certain age-related social tendencies. Enthusiastic appreciation and enjoyment of the dance when shown by the teacher himself can be a contributing factor in starting with the right approach.

Coaxing the nonparticipant usually merely emphasizes his reluctance, so that de-emphasizing techniques must be sought to enable him to "save face" when he decides he would like to try. One major aspect of an appealing approach involves breaking down the idea that dancing is a "sissy" activity. This aspect can sometimes be implemented in several ways: (1) demonstrate the use which athletes make of dance in training for agility (use films, magazine articles, newspaper clippings); (2) select one or two popular and cooperative boys in the class, give them special instruction before class period and ask them to be demonstrators—their prestige among their peers may be associated with the idea that dancing is acceptable; (3) work through parents at home by encouraging the mother or father to teach their son; (4) begin by using dances which give boys relatively masculine parts, as in square dances, and delay the "bow and curtsy" type dances until the whole class participates freely.

Allowing controlled foot tapping or hand clapping may help encourage a "feel" for the rhythm of the dance. Allowing a record to be taken home for practice, or a favorite to be brought from home may also lead to participation.

When refusal to dance stems from parental objection, a pupil

should be encouraged to contribute to the group activity in some other way, such as assisting with the record player, so that he will in no way feel a social stigma because of his personal beliefs.

"I would like to teach folk dancing, but I'm afraid to try"

Teachers who submit this problem have probably already made progress toward its solution, for by admitting it they can proceed more easily to get help. If study of a book of simple directions for folk dances does not give the teacher enough confidence to begin, he may want to make use of such "walk-through, talk-through" records as narrated by Ed Durlacher. These records give verbal instruction first, which the class "walks through," followed by music and verbal directions combined, to which the class dances.

Simplicity helps. Starting with a dance that many children already know, e.g., Bow, Belinda or Skip to My Lou; teaching walking steps only in one session and the dance in the next session; teaching only one dance the first time; reviewing it the next time; and admitting inadequacies to the class while at the same time expressing appreciation of the dance may all be considered suggestions for keeping the dancing simple enough for the inexperienced teacher to handle with success.

Practice first. Whether a teacher uses a record or follows written directions, practice before presentation is important. Whether by himself, with other teachers, with a specialist, or with a select few children who could later help lead the class, practice can lend confidence in performance.

"My pupils don't show any creativity with rhythm instruments"

This problem is directly concerned with physical education in that total body movement is used to express response to music, and rhythmical activities may be accompanied by class members on rhythm instruments. Freedom is the key word to remember when children start using rhythm instruments. They need much time to experiment with sound, rhythm and special effects. The old idea of a rhythm band in which each child is given one instrument and the whole group keeps time to a piece of music is a far cry from what can be accomplished through free exchange of instruments among children as in-

terests wax and wane, and encouragement of as many types of sound effects and rhythms as possible from each instrument. Let bodies sway, arms describe repetitive orbits, tongues "click," and feet tap. The human body, itself, holds many hidden rhythm instruments. Children walking on a gymnasium floor in several creative ways can create a rhythm which a single drum or pair of sticks can pick up and accent. Children who become "sound and rhythm conscious" can produce remarkable effects with their bodies alone.

"I have no piano or record player, so I can't teach rhythms"

Rhythms, of course, do not always require music. They can constitute movement for movement's sake, alone. They can express ideas, objects or emotions. Nonmusical rhythms of these types are usually most successful on the primary level.

On the intermediate level, musical rhythms without the use of piano or records can make ample use of singing games such as Way Down Yonder in the Paw Paw Patch and Skip to My Lou, as well as percussion instruments such as tambourines, drums and original pupil contrivances. If the teacher is fortunate, he may be able to find an older child in the school who can play simple dance numbers on the accordion, violin or other instrument.

"How do I develop creative rhythms with my class?"

When children first start to experiment in creative rhythms they are usually not purely creative. They feel a need of support and guiding suggestions by the teacher before they can branch into greater rhythmical expression. The teacher may provide this support by having some simple but definite ideas in her own mind as to how she will present rhythms to her class.

A drum is an invaluable aid. It can help the teacher talk to the children about what rhythm is. Many common things around us have rhythm. Even names have rhythm. The drum beats Mary Brown (*one,* two, *three*) and Jonathan Bing (*one* two, three, *four*) and Humpty Dumpty (*one,* two, *three,* four). The drum can speak in other ways with its rhythms. It can give directions or tell a story. It says walk (an even beat) or run (a fast beat) or gallop (an uneven beat) or skip (*one,* two, *three,* four).

When rhythm is recognized, the use of the body can be explored to find ways of moving to rhythms. In how many directions can the arms move? What kinds of movements do the fingers have? Can the body move sideways? In what ways can the trunk move without the the arms and legs moving? What will the head do? How do these all go together for a total body movement or "feeling"?

It is common, at first, for children to bunch together in a group, for all to move in the same direction and to imitate each other's movements. These tendencies can be overcome by the teacher, who challenges the children to solve their own problems. For instance, she might say to the class, "I will shut my eyes while I beat the drum slowly. See if you can cover the whole floor and use up all the space by the time I open my eyes"; or, "I will beat one, two, three, *four.* On the *four* beat everyone move in a *different* direction or different way." *Praise,* and more praise, is the key to individuality. Praise an interesting arm movement. Praise a graceful body movement. Praise originality in any form, so that each child will want to be creative.

After the children have explored some possibilities of bodily movement in response to rhythm they can be introduced to the *moods* that the drum or other instruments can express. In the expression of moods one "feels" the mood and the response to it moves from within the body outward to the tips of the extremities, so that when the drum plays a sad beat, a happy beat, an angry beat or a beat of determination the children learn to create their responses with their whole bodies. A simple activity may be used to try to intensify the feeling for moods. The children are divided into groups, each group going to a corner of the room. The teacher asks one group to perform in the center of the room for the rest of the class, expressing, for example, "softness." The rest of the class tries to guess what is being expressed. Each group has its turn.

As the class progresses in its experience with expression, a purer form of creative rhythm may be reached. The children move without the drum or music. They create their own rhythmical beats. The teacher, or pupil, waits until the beat is established and then picks it up on the drum, showing the children the rhythm which they have created. The teacher's reward is in viewing the amazing variety of expression which her class has developed.

"How can I, a woman, demonstrate touch football-type skills? I'd feel ridiculous!"

This is the plight of many an elementary classroom teacher who cannot call upon a male teacher to help her out. If she is completely unfamiliar with football, perhaps a first approach would be to get a junior size football. Then get acquainted with it. Hold it in one hand, in two hands, turn it around and let it fit into the palms of the hands. How would it be held if it were to be thrown underhand (as in lateral passing, i.e., to the side) or overhand (as in forward passing, i.e., to the front)? Put on some comfortable shoes and try punting—hitting the long dimension of the ball with the instep (not with the tip of the toes). After a little familiarity has been established the teacher can proceed to a few general rules and aspects of the game of touch football. If she has the help of a consultant or a game book she will have an easier time sifting out the most important data to learn first.

Children can help. Boys do not often have a chance to "show the teacher how." Here is one opportunity. Of course, the teacher will then have to check her resources to see if each skill is being properly executed by the children. Perhaps the principal can suggest an older boy who is well versed in football and who is capable of "assisting" the beginning touch-football teacher.

"How can I change the poor skill habits some of my pupils have acquired?"

Often children feel that they *know* how to perform a skill if they are at least partially successful in their performance of it. Sometimes the child who lacks self-confidence holds tightly to the status quo simply because he fears the unknown: namely, a new way of doing things. A child may be heard making a comment such as: "Why do I have to change? I can do it better the other way!" In such a situation it does not always avail to tell the child how important it is to practice the skill in the right way, even though the child may need to learn that poor skill habits allow him only limited improvement.

A child must see the relationship between correct performance in an individual skill and the way the skill is used in a game situation. The older child may even be content with his mastery of an isolated skill until he is required to execute it in a game situation. For example, a sixth grader who "throws" the ball at the basket may be able to "sink" many of his shots from one favorite spot on the basketball court. A high score on a skills shooting test may even reinforce his reason for throwing the basketball instead of using the one-handed

or two-handed push or chest shot. He may see little need to change his style until he gets into a lead-up basketball game where he has to shoot in a moving position. His attempt to shoot in his awkward way from his usual spot may easily be smothered by opposing players. The alert teacher will take advantage of this type of learning situation to guide the child toward a desire for proper skill development. She may suggest to the child new ways of surpassing the other team at a later date by practicing new and improved ways of executing the skill. Some other suggestions the teacher may find helpful in changing poor skill habits that some of his pupils have acquired include:

1. Demonstrating correct performance of skills both "on the spot" and during planned lessons.
2. Referring children to a television program which deals with the activity being learned. Asking children to observe closely the form which the players use.
3. Referring children to pamphlets and booklets which explain the skills being learned.
4. Providing children with simple, written directions on how to execute the skills, using illustrations when possible.
5. Showing motion pictures and filmstrips that demonstrate the skills.
6. Illustrating skills with stick figures on bulletin board or table.
7. Making provision for the more competent pupils to help those with poor skill habits.
8. Encouraging children to persevere in new ways of executing the skills.
9. Keeping records of progress in skill development.

"My class always wants to play softball. They're not interested in anything else"

This is a difficult problem, especially in towns that are very "softball-minded." It seems rather evident that the crux of the matter lies in pupil *interest,* and, most likely, unless the interest can be shifted, the problem will remain. The question is, then: how can a felt need in other activities be established? A suggested approach is through the evaluative process which, if already established in the class, can provide formulation of criteria (necessary skills to be learned); analysis of softball as to whether it provides these skills;

perhaps side discussion of what activities do produce other skill outcomes; and recognition of the fact that maximum physical participation in softball is not evenly distributed to all the players (i.e., many pupils just stand while the pitcher, catcher and batter are active).

A block of time may be set up for the learning of softball, just as such time is allotted for other activity units. It should also be noted that if teachers allow many free play periods or "choice days" in which pupils may choose softball, they may continue to play only softball and perhaps aggravate the problem. In such an overlearning situation, the security of the accomplished skill may possibly have some bearing on the child's reluctance to try a new and less familiar skill or activity.

"I'm almost afraid to teach stunts and tumbling for fear we'll have too many injuries"

As in the teaching of dancing, *simplicity* is the beginning point in teaching stunts and tumbling. The companion to simplicity is *safety*. Know what constitutes safety, then insist upon it. Stunts, which are simpler than tumbling activities include the duck walk, log roll, human ball, balancing on one foot, jump and reach, and jump and turn.

Progress from stunts to tumbling. After stunts can be easily accomplished simple tumbling activities can be attempted with greater confidence. Keep in mind the concept of keeping the body "like a ball" and not "like a stick." An example of the body "like a ball" is found in the forward roll: the hands are placed first on the mat with the weight of the body being borne by the arms; the chin is tucked in against the chest so that the head does not touch the mat, the second contact with the mat being the upper part of the back; finishing, the knees should be bent up against the chest. In contrast, if the body were "like a stick" the chin would be up, allowing neck injury, and the knees not bent against the chest, allowing the child to land flat on his back. If the body is always lowered to the mat by supporting the weight on the arms—a basic tumbling exercise—necks do not get hurt, nor backs injured.

Safety measures. Chalk talks describing motion and correct and incorrect form may be helpful. Demonstrations on the mat by capable children, accompanied by the teacher's verbal analysis emphasize safe form. Squad leaders who are versed in proper form and safety

aid the teacher considerably. Each pupil should learn how to assist or "spot." Spotters in each squad should always be present. They help in such ways as putting their hands under pupils' necks to provide support in the forward roll, or holding pupils' legs during the headstand. General safety precautions are also advisable, and include the following: always have a "warm-up" period, using running in place or other free calisthenics; tie shoelaces firmly; empty pockets of pencils, marbles and other objects; note fatigue and dizziness, which can cause accidents; prohibit "rough-housing"—it does not mix with stunts and tumbling; and maintain the "four-feet-back-of-the-mat" rule, which sets spectator lines four feet away from the edges of the mat; tumble only on mats. Set up one-way traffic on the mats, and have pupils keep their hands to themselves.

"I've run out of 'rainy-day' ideas. What can we play indoors that is quiet?"

Intellectual and socio-emotional skills may receive major emphasis when quiet games must be played in the classroom on rainy days. The use of the physical education period is deserving of teacher-pupil evaluation, just as outdoor activity is. Such evaluation may serve to point out new direction or at least a need for new direction in rainy-day activities.

Class projects. Several types of class projects relevant to physical education may evolve from a cooperative evaluation-planning session. For example, pupils might wish to develop an indoor activity file, including new games deserving of use and possible class modifications of skills activities for quiet indoor play. This project may include use of the language arts, too, through oral presentation and written recordings of the activity for the card file. Another possible project, making use of industrial arts, involves pupil construction of indoor games such as box hockey, table shuffleboard and checkers.

Faculty planning. When it rains and there is no indoor playroom or gymnasium many teachers have the same activity problems. Suggested approaches through faculty planning include the sharing of mutual problems and solutions, and the consideration of rescheduling so that all classes in one wing or section of a building could have a physical education period together, thus allowing children to play noisy games in a school where accoustics are a problem. Faculty plan-

ning might include provisions for a central rainy-day card file of appropriate classroom games.

"My room is too small to play in when we push back the desks"

It is a confining situation for much indoor activity if a room is too small. Yet any active games that can be managed lend variety to the constant use of seat games during rainy weather. A possible solution involves dividing the class into halves or thirds, and allowing one section to participate on the floor area in stunts, tumbling, or small-area games such as jacks, charades, or one Virginia Reel. The inactive part of the class would assume its role, planned in advance by the class, whether it be clapping to the music, serving as spotters to prevent tumblers from bumping into desks, or observing if the waiting period is short. This suggestion, at best, is not an optimum solution to the problem, but with a cooperative class approach to the problem it can yield gratifying results.

"Our playground has a hard surface. How can we reduce injuries?"

If a playground has no turfed area for running and no tanbark or sand under its apparatus, at least several possibilities exist for prevention of injury: (1) *teach children how to fall*—an essential tumbling activity; (2) emphasize the teaching of dodging, pivoting, running and balancing skills and adherence to rules; (3) be alert for overexertion and for activities which cause dizziness, both of which may lead to accidents; (4) teach proper use of each piece of apparatus; (5) plan a "playground patrol" to watch for rocks, slippery spots, sticks, obstacles or low-hanging branches in the play area; (6) prohibit such activities as Red Rover, Spin the Whip and high-jumping over a rope; (7) teach the children to lean their bodies in toward the center of the circle when running around it and always to pass on the right of another runner; (8) designate one specific child to chase balls that go out of bounds; (9) allow ample space between squads or circles of children; and (10) separate various types of play areas to reduce collisions. (See Chapter 6 on facilities, equipment and supplies.) Starting with these considerations, teacher-pupil evaluation of playground conditions, coupled with faculty planning according to the

individual school situation, may well produce a working plan for a safer playground.

> *"Some of my pupils are tense, and have very short attention spans. Is there some way I can help them to relax?"*

Physical education offers a natural medium in which children can learn to relax. Each phase of the program has a unique contribution to make in decreasing muscle tension. For example, creative rhythms allow opportunities for socially acceptable outlets for the child's emotions; stunts and tumbling help flex and stretch tense muscles while self-confidence and courage are being learned; modified individual and dual sports and games form relaxing recreational habits useful during leisure time; and lead-up games to team sports provide the sustained vigorous activity necessary to attain normal and healthy fatigue.

Competent performance in physical skills requires children to relax their bodies in many ways. The child who is tense and restricted in joint flexibility and breathing has more difficulty throwing a ball accurately than the child who knows how to relax enough to use the muscles needed to control the flight of the ball. Teacher identification of those children who are rigid in their bodily movements is the first step in helping them to overcome their difficulty.

One way to decrease muscle tension of children on all grade levels is through creative rhythmical activities. For example, on the middle-childhood level children may show a greater increase of freedom of movement when they mimic sports-type skills. Relaxation may also be taught by providing exercises which are taught to music. (See Selected Record List, p. 124.)

Relaxation times can be provided, as needed, any time during the class day, when children can sit at their desks with their heads down on their folded arms, or lie on their backs on the floor or turf. This is a good time to read a pleasant story, familiar poetry, or to play soft music.

Dr. Josephine Rathbone of Teachers College, Columbia University, describes one method of testing muscle tension and relaxation. Lying flat on his back on the floor or a large table, the pupil is instructed to relax as much as possible and not to use any muscle resistance when the teacher picks up a foot, leg or arm. The limb should hang heavily in the teacher's hand when picked up and swung lightly to

and fro, or dropped a short distance to the floor. If properly demonstrated, this technique can be used very effectively with groups of children of all ages while lying on the floor. The teacher may point out examples of good relaxation, and use such verbally descriptive phrases as "limp rag," or "all tired out." Children can learn to become more and more relaxed as they discover how their limbs should hang as the teacher swings them or drops them gently. Relaxation of the arms and legs can, in this way, progress to a decrease of muscular tension throughout the whole body.

Safety Measures

Many of the safe play practices which apply to the blacktop area are, of course, equally advisable on other parts of the playground. Several other safety measures are applicable to the whole playground area. Children who wear glasses should either remove them or wear eyeglass protectors in active games and ball-handling activities. Children should be taught to keep their eyes on the ball, to prevent being hit in the head and stomach and, in some cases, becoming afraid of approaching balls. They should be cautioned on running across playing fields and courts where games are in progress. It is wise to mark hazardous obstructions above the ground, such as drinking fountains, in some conspicuous way. It is, however, dangerous to use stones, sticks, or protruding objects to mark boundaries, endlines, or bases. Fences and buildings can be dangerous when used as turning lines for races and relays. Instead, a line may be drawn several feet in front of these barriers. Needless to say, an apparatus area is much safer when the ground covering is sand, sawdust or tanbark than when it is blacktop or other hard surface. The use of stools, benches or boxes under any piece of apparatus is very dangerous.

Other safety precautions to bear in mind: Inspect for faulty shoes (e.g., inadequate shoelaces, worn or flappy soles or heels) which might cause children to trip and fall unexpectedly. Watch for children who are accident prone. Be careful of strenuous activities which cause overexertion. In tagging a child, one hand should touch the area between the opponent's shoulders and waist. The two-hand tag should not be used because it often forces the tagger off balance when making contact.

Teach children the proper method of using playground apparatus

and jointly establish safety rules for their use. E.g., forbid climbing on top of horizontal ladder and playing around swings. Emphasize that wet apparatus is slippery and dangerous. Prohibit children from pushing, slapping and grabbing each other in tag games. Be familiar with the basic first-aid procedures and the contents and location of the first-aid kit. Give immediate attention to injuries, but do not coddle injured players.

Softball safety. So many unsafe practices can develop in the popular game of softball that it is advisable to give this topic special emphasis. Safe equipment is an important factor. Use loose (i.e., unsecured) canvas-covered bases; provide a mask for the catcher; tape the bat handle 8 to 10 inches up from the end to prevent slipping; put rubber cups on the end of bat handles to prevent the wooden ridge from wearing off and allowing the bat to slip out of the hands of the batter; prohibit spiked shoes and hard balls (baseballs); and use school bats only, because bats brought from home are often too heavy and may cause injury. Softball gloves are about the only acceptable piece of equipment that may be brought from home. Certain playing regulations can also make a safer game. Players who are waiting their turns to bat should remain seated on the bench 15 feet from the plate and the first base line, or in a specified safety zone. Bats may be swung only in the batter's box or at the plate. The bat should be dropped (not thrown) on the way to first base, *in a circle or square marked for that purpose.* Prohibit sliding to a base. Many children have broken their legs by sliding incorrectly. The catcher may not participate without wearing his mask. "Stealing home" should be prohibited, to prevent collisions. Teaching correct base running can also prevent collisions between the runner and baseman. A player must signal his intention to catch a fly ball and this signal should be honored by players in the vicinity of the falling ball. Prohibit the hitting of stones with the softball bat. Blackboard diagrams can map out the area which each player should cover in the field, so that he is not apt to collide with a teammate. Safe softball practices are most effectively and easily taught when their explanation and enforcement begin with the first softball game the class plays and continue without exception throughout the season. Finally, poor playing surfaces in softball can cause erratic bounces of the ball and possible injuries to the face and other parts of the body.

"What activities can I provide for children who require a limited or restricted program?"

A teacher often has one or more pupils in her class who have physical limitations due to such things as a cardiac condition or a leg brace. The first step in providing physical education activities for these children is to find out exactly what they can do safely. This is best done, perhaps, by having the school nurse (or the teacher herself) request a *specific* activity list from the child's physician. Since many physicians are not familiar with school physical education programs, the teacher can increase the likelihood of receiving an adequate answer by supplying a list of typical activities for the year. The doctor may then check those which are suitable for the child's particular condition. The teacher may wish to include in her activity list a number of less strenuous activities, to avoid having the list returned with few or no checks at all. Some less strenuous activities include shuffleboard, table and floor tennis, ring toss, horseshoes (rubber), catch and throw, table games (e.g., box hockey, caroms, checker pool, box football, miniature shuffleboard, croquet and golf, maze), bowling, marbles, basket shooting and hopscotch. If a child is not able to participate in these, he might still be helped to feel that he is a part of the group by being allowed to keep score, umpire softball games, officiate in basketball lead-up games, operate the record player, take care of equipment and supplies, spot in tumbling activities, or assist the teacher in testing physical performance (e.g., operate the stopwatch or record scores).

Taking Stock

The teacher-in-action, actually teaching and observing his class, has come, perhaps, to one of the most gratifying parts of teaching physical education. Although this phase of teaching may present him with some of the hardest problems to solve, it can also leave him with some of his best and most unique observations of the learning processes and skill growth in many areas. Reconsideration of certain physical education teaching concepts, again through the question approach, may provide a good focus on the actual experiences to be encountered:

1. In what ways shall I provide child guidance through physical education?

2. How shall I participate in class activities?

3. What do I hope to learn about my pupils by observing them in physical activity?

4. In what areas of the program do I want to help my class to establish felt needs this year?

5. Shall I, myself, demonstrate skills or provide some other means?

6. In what areas shall I provide time for overlearning?

7. Do I understand what constitutes good teaching methods for each phase of the physical education program?

8. How shall I stress necessary safety precautions in my class?

9. How shall I build a feeling of group consciousness in my class?

CHAPTER V

Evaluating Physical Performance

ONCE THE TEACHER HAS DETERMINED THE SKILLS HE WILL TEACH AND has incorporated them into his program, the next need is to evaluate the degree of skill achievement made by his pupils. One form of evaluation in physical education is a simple, objective, written test in which the children are required to indicate their knowledge and understanding of game rules, playing positions, strategy, skills, terminology and safety factors. Subjective observations are commonly made by teachers to provide qualitative measurement of those areas of physical education involving the social, emotional and intellectual competences, as well as the physical skills. However, objective physical skills testing, an equally important phase of evaluation, has been neglected in many schools, perhaps for lack of understanding as to how such tests can be constructed and administered, and their results purposefully used.

Value of Testing Physical Skills

Physical skills testing is of value for the pupil in that it can provide for him a cumulative record of achievement in an area of growth which has often been taken for granted in the past. From the study of such achievement profiles for his class, the teacher can more easily determine the direction of his program. For example, if thirty per cent of a fourth-grade class tested low in simple game skills, these

pupils are going to have to learn many of these game skills before they are ready to progress to lead-up games. This would indicate, then, that the usual "phase" percentages (see Table 1) must be altered for the program of this particular class. If many pupils show low achievement in skills requiring *balance,* the teacher might decide to include more rhythms or stunts and self-testing activities in his program. Or, if results show widespread *lack of coordination* (e.g., as measured by the softball throw for accuracy and distance), one might suspect a possible inadequacy in the teaching of many of the skills. Thus, through a good testing program, and through proper emphasis on the recording and use of results, both the teacher and child may receive substantial long-range benefits.

Motivational Value

Teachers who use physical skills testing find that it holds a tremendous motivational value for the child. Seeing his own test results and realizing the possibilities for his own improvement seem to hold great fascination for the child, urging him on to greater achievement. This becomes, automatically, a real encouragement to the teacher, too, for such spurts of enthusiasm are always energizers for any well planned program.

A sixth-grade class became so interested in improving their skills in physical education that the class members made up their own skill charts, recording their own ratings in them daily. One of these charts is shown in Table 7. Although the type of rating used by this sixth grader would be rather rough for a permanent record, it does depict the pupil interest which can be kindled by skills testing.

Factors in Physical Performance

Seven major factors enter into the testing of physical performance: *strength, agility, endurance, speed, coordination, flexibility* and *balance.* All these factors are considered necessary to the physical fitness of children. Each factor is measured by testing through one or more physical skills. For example, strength is measured through testing such skills as the push-up, sit-up, and modified pull-up. Agility may be measured through the softball throw for distance, dribbling a soccer ball (around obstacles), and the standing or running hop, step

TABLE 7

Pupil's Weekly Skill Chart

Pupil's name: .....

	Skills				
Date	*Pitching*	*Batting*	*Kicking*	*Catching*	*Relays*
Sept. 13	Bad	Bad	Bad	Bad	Pretty good
Sept. 20	Bad	Bad	Bad	Bad	Pretty good
Sept. 27	Bad	Bad	Bad	Bad	Pretty good
Oct. 4	Bad	Bad	Bad	Bad	Pretty good
Oct. 11	Improving	Improving	Improving	Improving	Pretty good
Oct. 18	Improving	Improving	Improving	Improving	Pretty good
Oct. 25	Approved by class	Approved by class	Approved by class	Improving	Pretty good

Additional Skills

Date	*Four squares*	*Folk dancing*	*Music*
Sept. 13	Bad	Fair	Fair
Sept. 20	Bad	Fair	Fair
Sept. 27	Bad	Fair	Fair
Oct. 4	Bad	Fair	Fair
Oct. 11	Improving	Learned "Honolulu Baby"	Fair
Oct. 18	Approved by class		Learned new song

and jump, while coordination may be tested by the softball throw (for accuracy), rope-jumping and basket shooting. Speed and endurance are tested through running and repetition of vigorous skills. The standing broad jump, forward roll and the jump-and-reach indicate flexibility and balance. Many of these skills tests, of course, will indicate several factors in one test. These are not the only skills that show some degree of the seven factors, but they can give the teacher a beginning idea as to where to watch for the factors involved in fitness and how to test for them. Other possibilities for testing may be gathered from the stunts and self-testing activities discussed in Chapter 2.

The teacher may find some value in comparing his pupils' performances with established norms. State and national norms can serve as flexible guides to determine relative standards of physical performance for the fifth and sixth grades. A *realistic* use of norms provides

the teacher with a reference point to measure the growth of his pupils rather than with a set of scores which all his pupils should try to attain. Individual pupil differences need to be considered when establishing class achievement expectancies based on norms. *The important measurement is the amount of pupil improvement, not the pupil's score in relation to the norm.*

Testing Physical Skills

Two major areas of teacher-planning are involved in the testing of physical skills: (1) beforehand preparation by the teacher; and (2) routine testing procedures concerned with class organization. Both steps ease the teacher's load in the actual testing process and enable more efficient testing to be done in a given length of time.

Beforehand Preparation

Steps that can be taken before the class period to facilitate the testing procedures are:

1. Decide on skills to be tested. As a routine procedure, stunts and self-testing skills (see Chapter 2, page 8) can be tested periodically. (Use a checklist on the primary level.)
2. Prepare record forms for listing test results.
3. Determine and secure needed facilities, equipment and supplies.
4. Test measuring devices, such as stop watches and linear markers, before their actual use.
5. Establish individual test procedures, including the way in which each event will be presented to the class.
6. Examine health records of children prior to administering the tests.

Class Organization

Class organization can be the key to a smooth-running physical education period. This is especially true during a testing period. The following procedures may help the teacher to organize his own class situation:

1. Explain test events to class and give reasons for the use of the events.
2. Explain scoring and recording results.

3. Appoint and instruct squad leaders and recorders as to their duties and the use of measuring devices.

4. Demonstrate each event.

5. Allow time for practice of each event. The time allowed may extend over a period of days or weeks before the test.

6. Do not rotate players too often when they are first practicing an activity. They need time to feel comfortable in each new testing experience they undergo.

7. Recheck readiness of facilities, equipment, record forms, and measuring devices. Pupils may help with this.

8. Provide warm-up activities before practicing and before testing (e.g., running in place).

9. Alternate vigorous and mild activities. No more than three events should be assigned to any one child in a testing session.

10. Allow rest periods between test events.

11. Utilize the squad system on a rotation basis with a predetermined signal (i.e., while Squads 1 and 2 are being tested, Squads 3 and 4 can be engaged in other activities under pupil leadership).

12. Be sure children are not facing directly into the sun when grouped together for outdoor planning and evaluation sessions.

Use of Test Results

Obviously, the full benefits of testing cannot be obtained unless test results are permanently recorded and put to effective use.

Pupil-recorded scores can motivate both pupils and teacher. Teacher-recorded scores can be used in the preparation of report card marks and in parent-teacher conferences. Many schools are now beginning to keep permanent office records of physical skill achievement for kindergarten through grade 3, and broader performance skills for grades 4, 5, and 6 so that surveys of progress can be made in physical education as they are in other achievement areas of the curriculum. Examples of individual physical performance records, which can be included as part of the cumulative folder, are shown in Tables 8 and 9. In the case of Table 9, testing should be done first in the fall and again in the spring, with the spring score, only, being entered on the permanent record. Exponents, classifications and norms may be determined from local, state or national physical performance testing materials.

TABLE 8

Cumulative Physical Performance Record: [a] Grades K–3

Pupil's name..... Birth date..... School..... District.....

	Grade	K	1	2	3
	Teacher				
	Date	.	.	.	.
Locomotor skills [b]	Jumping	.	.	.	.
	Galloping	.	.	.	.
	Skipping	.	.	.	.
	Leaping	.	.	.	.
	Hopping	.	.	.	.
	Running	.	.	.	.
Body mechanics and safety skills [b]	Hanging	.	.	.	.
	Climbing	.	.	.	.
	Balancing	.	.	.	.
	Relaxing	.	.	.	.
	Lifting	.	.	.	.
	Landing	.	.	.	.
	Falling	.	.	.	.
Game skills [b]	Catching ball	.	.	.	.
	Tossing ball	.	.	.	.
	Throwing ball	.	.	.	.
	Bouncing ball	.	.	.	.
	Hand batting	.	.	.	.
	Rolling ball	.	.	.	.

	Kicking ball				
	Dodging				
	Pivoting				
Stunts and self-testing skills [b]	Animal stunts				
	Jumping rope				
	Forward roll				
	Backward roll				
	Climbing rope				
	Balance beam				
Socio-emotional skills					
Over-all *improvement* for the year					

TEACHER COMMENTS

Suggested symbols for marking: O = Outstanding; A = Adequate; P = Poor.

a. Entries to be made in fall and spring.

b. See Chapter 2 for discussion of physical skills appropriately learned on each of the early-childhood grade levels.

TABLE 9

Cumulative Physical Performance Record: Grades 4, 5, 6

Pupil's name..... Birth date..... School..... District.....

Basic Data

Date	Grade	AGE Yr.	AGE Mo.	AGE Exp.	HEIGHT Ft.	HEIGHT In.	HEIGHT Exp.	WEIGHT Lbs.	WEIGHT Exp.	Sum of Exponents [a]	Classification [b]	Teacher or Test Administrator
	4											
	5											
	6											

Testing Events [c]

Date of test	Grade	50-yd. dash	Standing broad jump	Knee push-up (Girls)	Modified Pull-up (Boys)	Sit-up	Softball throw for distance [d]	Jump and reach	Standing hop, step and jump	Soccer place-kick for distance [e]	Volleyball serve for accuracy [f]	Basketball shooting for accuracy [g]
		Time	Distance	No.	No.	No.	Distance	Height	Distance	Distance	No.	No.
	4th grade score	...										
	4th grade norm [h]	...										
	5th grade score											
	5th grade norm [h]											
	6th grade score											
	6th grade norm [h]											

Teacher Ratings of Fitness Factors[i]				TEACHER COMMENTS
Grade	4	5	6	
Teacher's name				
Date	:	:	:	
Agility	:	:	:	
Endurance	:	:	:	
Coordination	:	:	:	
Flexibility	:	:	:	
Balance	:	:	:	
Speed	:	:	:	
Strength	:	:	:	
Posture	:	:	:	
Over-all physical skill	:	:	:	
Socio-emotional skills	:	:	:	
Over-all *improvement* for the year				

a. Test data show the teacher how to convert age, height and weight into exponents. (See p. 91.)

b. Test data show the teacher how to convert the sum of the exponents into a *classification* which groups children according to age, weight and height for purposes of evaluating performance. (See p. 91.)

c. Report best scores only.

d. See section on stunts and self-testing skills (pp. 8, 11) for additional events which test accuracy in propelling objects of various sizes and shapes.

e. Alternative event: repeated kicking of soccer-kickball into marked area on a wall.

f. Alternative event: volleying a volleyball into marked area on a wall.

g. Alternative event: repeated passing of junior-size basketball into marked area on a wall.

h. Established norms may be obtained from state and national test data, and recorded under each event for each grade level. Local norms may be established in each district.

i. Suggested symbols for marking: O = Outstanding; A = Adequate; P = Poor.

The child's physical performance achievement scores and ratings are essential parts of his permanent school records. Recorded test results can aid the classroom physical educator in the evaluation and improvement of his program in

...diagnosing individual and group strengths and weaknesses in physical performance;
...planning for physical activities (selection, organization, and methods of teaching) to strengthen observed weaknesses;
...motivating and stimulating pupils to improve their performance;
...recognizing and rewarding honest effort and maximum energy and ability output;
...providing objective performance results for teachers, administrators, parents and pupils;
...comparing the performance of pupils with that of their peers in other parts of the state or nation;
...providing a sound basis for establishing homogeneous or heterogeneous skill squads within the class;
...providing an over-all view of a school's physical education program.

Taking Stock

An over-all review of outcomes refocuses on what has been planned and evaluates what has been accomplished. For the teacher who has already studied program content this overview can be stated in concise, general terms. The over-all physical education program involves the following outcomes:

Physical	*Emotional*
Strength—capacity of muscles to move against resistance	Controlled self-expression
Agility—ability to move and change directions with ease	Self-discipline
Endurance—capacity for sustaining prolonged activity	Release from tensions—emotional relaxation
Coordination—harmonious action of body parts	Self-understanding
Flexibility—ease of joint-movement through normal range	Good sportsmanship
Speed—rapid movement through space	Happiness
Balance—retention of equilibrium in various positions	Self-respect and confidence
Good posture—proper alignment of body parts with the whole	Acceptance of limitations
Relaxation—decrease in muscular tension	
Physical skills (see Chapter 2)	

Intellectual

Good health and safety habits
Alertness—observation and response
Game etiquette—fair play
Game rules and strategy
Solution of individual and group problems
Leadership and followership duties and responsibilities

Social

Consideration for rights and feelings of others
Poise
Sense of responsibility
Cooperation
Group consciousness
Dependability
Self-direction

CHAPTER VI

Facilities, Equipment and Supplies

A PHYSICAL EDUCATION PROGRAM CAN BE GREATLY IMPEDED BY THE absence of adequate facilities, equipment and supplies. The availability and use of facilities and supplies is an important part of both long-range and short-range planning. Regular and satisfying use of spaces, places, equipment and materials is a "must" for a sound program. Adequate provision should be based on valid considerations of the nature of the child and the program.

Surveying Available Facilities

Some teachers are faced with a physical environment that has been planned without regard for accepted principles of child growth and development and physical education needs. For example, a classroom may have the use of only one softball, one volleyball and one utility ball. (One would wonder if this same class had only one song book, one dictionary and one paint brush.) The teacher of this class could well be aware that the realization of competence does depend, to a considerable extent, on the nature of existing facilities, equipment and supplies.

Matching Activities to Facilities

Most teachers have the problem of making the best use of available equipment, facilities and supplies, while at the same time looking for

ways of improving existing conditions. Matching planned activities to available equipment and facilities is a quick means of finding where program improvisation or deletion will be necessary. It is difficult to have tumbling activities when mats are not available, or hanging and climbing activities when playground equipment is nonexistent. Sound program planning can help determine the need for additional spaces, places, and materials, as well as modification of existing facilities.

Outdoor and Indoor Spaces

Recommended outdoor facilities for an elementary school include grass or stabilized soil areas, multi-use hard-surfaced areas, apparatus areas, with proper surface cushioning, a turfed creative play area, which may include permanently anchored wooden boats, wagons, trains, fire engines, cement tile pipe, stump, and wooden or metal animals, and in some schools a live-animal care and observation area.

"Space consciousness" helps. The lack of proper facilities brought on by school building crises in many parts of the country calls for the utmost ingenuity on the part of elementary school classroom teachers. A careful survey of indoor facilities might well reveal hidden space possibilities for the development of skills in small-group games, relays, stunts, and rhythmical activities. For example, there are often such places as indoor hallways, outdoor sheltered patios, empty classrooms, a cafeteria, auditorium or stage which lend themselves to greater use in a flexible and diversified program. Teachers who have a program that requires long periods of indoor play because of inclement weather need to be "space conscious," especially when desired facilities are lacking.

When there is no gymnasium. Schools which have neither gymnasiums nor activity rooms will need to make full use of their classrooms to carry out their indoor programs more adequately. When such a situation prevails, it is essential that classrooms be equipped with portable desks. This allows for greater space and makes easy a more creative use of the self-contained classroom. For example, portable desks can be moved to one side of the room, allowing open space for such activities as stunts and tumbling; story plays; rhythmical activities; and games and relays. It is not inconceivable that six or eight different activities could be carried on at one time when the emphasis is on small-group play.

Converting a space. Schools which lack an activity room or playroom of any kind might find it architecturally feasible to remove an inner wall separating classrooms and in its place erect an acoustically treated sliding door, thereby creating one large playroom suitable for many physical education activities and community functions.

Equipment–Supply Problems

Three major questions confront the teacher in the area of equipment and supplies: (1) Which supplies (and how many) should be ordered for the classroom, and how should they be stored? (2) In what way can pupils learn to understand equipment–supply care so that damage and loss are minimized? (3) In what way can the widest use be made of available materials?

Classroom Supplies

In schools where central supplies are inadequate, each grade should have specific supplies in the classroom for immediate daily use, with each item clearly marked to indicate the room number. Simple rules on the distribution and care of supplies should be established by the class and posted for all to understand and follow. It is poor practice to lend any of these individual items to other classes, for in this way loss and damage are more apt to occur. Some allotted items may be stored in a large portable container which can be carried or rolled to and from the play area by one or two children. They should be responsible for keeping a running inventory of classroom supplies and be held responsible for lost items. In schools where the budget does not allow purchase of the necessary items for each class or where storage is an extreme problem, two classes might share one set of supplies, and stagger the use of them. Recommended equipment and supplies for each level are listed below. Starred items indicate necessities for adequate skill development.

EARLY-CHILDHOOD LEVEL

Supply box and storage cabinet
* Balls
  a. Rubber utility or playground balls (in colors): two 6", two 8" or 9", two 13"

b. One junior size soccer-kickball
c. One rubber volleyball (3d grade)
d. Two 12"–14" soft softballs (3d grade)
e. Two sponge rubber balls or tennis balls
Yarnball
* Hoops: two wooden or plastic
* Jump ropes: two double (heavy-duty cord, 12'–16' long); six single (5/8" sash cord, 6'–8' long)
* Bean bags: four 6" x 6" denim, filled with small smooth pieces of plastic
Softball bats: two junior size (3d grade)
Indian clubs or smooth blocks of wood: four
Treasure chest of rainy-day games (jacks, checkers, miniature bowling, table shuffleboard disks, etc.)

MIDDLE-CHILDHOOD LEVEL

Supply box and storage cabinet
* Balls
a. One junior size football
b. One junior size soccer-kickball
c. One junior size basketball
d. One rubber volleyball
e. Softballs: two 12" soft
f. Two sponge rubber or tennis balls
Yarnball
* Jump ropes: two double (heavy-duty cotton cord, 15'–18' long); six single (5/8" cotton sash cord, 8'–10' long)
Bean bags: four 6" x 6" denim, filled with smooth pieces of plastic
* Softball bats: two junior size
Indian clubs or smooth blocks of wood: four
Armbands: inexpensive colored sashes, for squad and team identification
Treasure chest of rainy-day games that help to teach the rules of actual games

Junior-size equipment. Facilities, equipment and supplies can serve as vital teaching aids when they fit the child. It is becoming increasingly recognized that adult-size sports supplies (i.e., footballs, basketballs, and soccer balls) and facilities and equipment (basketball goals, playground apparatus, volleyball nets, and playing fields) are not appropriate for a child of the middle-childhood years. The child's competency to perform in physical activities is affected by the nature of the supplies that he uses. For instance, if the child has to concentrate most of his time and attention on overcoming the handicap of using equipment which is too heavy or too large, he may have less success in learning a skill. For this reason, the use of junior-size balls, bats, standards (for basketball and volleyball) and play areas is highly recommended for all school situations.

Central Supplies

The major part of the physical education equipment and supplies should be stored in, and distributed from, the central storage supply room for greatest availability. Many schools do not have a central storage supply room, and are not even aware of its importance in the adequate teaching of physical education skills and activities. Just as there is a central supply room for construction and writing papers, so that each child may practice writing or art skills, so there is need for a convenient central supply room for storage of equipment which enables pupils to practice physical education skills on an individual basis. Locating the supply room close to the outdoor play areas and gymnasium makes it readily accessible to teachers and classes during the school day. Reliable children can be given the responsibility of checking out equipment and supplies before school and during the noon hour. In some schools the sign-out-book plan for checking out equipment and supplies functions quite satisfactorily for the middle childhood level.

Use of central supply room. The use of this room must be coordinated and shared. Just as teachers sign up for the use of projectors or record players, so they must sign the schedule sheet for the use of a bag of balls or a set of softball supplies. Thus, during one physical education period, it would be feasible to have three classes on the playground: one using a bag of footballs for practice of skills; another class using a bag of long- and short-jump ropes and a bag of utility balls; and a third class using a set of volleyball equipment and a bag of soccer-kickballs. In this way, the central supplies can be kept to a limited number, and, except in the case of larger schools, will supply enough balls of one type to furnish only one or two classes at a time. It is usually wise to keep an inventory of supplies.

Recommended Equipment

Recommended equipment and supplies for use by all grades from a central supply source are listed below. Few schools will be able to purchase *all* the items, but the list indicates the possible variety of available items that are appropriate for elementary school use. Items are listed according to phases of the program in which they are most used.

RHYTHMICAL ACTIVITIES

Record player with variable speed control
Records and needles
Portable piano
Rhythm band instruments
Tom tom

GAMES AND RELAYS OF SIMPLE ORGANIZATION

Balls: 6" rubber utility or playground balls (12); 8" or 10" rubber utility or playground balls (12); 13" rubber utility or playground balls (8); 16" rubber utility or playground balls (6); sponge rubber or tennis balls (12); flying fleece balls (12)
Hoops and/or rings (12)
Jump ropes: 10 double (heavy-duty cotton cord, 12'–16' long); 18 single 5/8" cotton sash cord, 6'–8' long
Bean bags: 6" x 6" denim bag filled with small, smooth pieces of plastic (18)
Bean bag boards, target (2)
Batons, relays (4)
Indian clubs or smooth blocks of wood (4)

LEAD-UP GAMES TO TEAM SPORTS

Balls: junior size footballs (8); junior size soccer-kickballs (8); junior size basketballs (8); volleyballs (8); 12" softballs (18); 12" soft softballs (12); giant volleyball (18" cageball) (1)
Nets: volleyball nets (4); basketball goal nets (4)
Softball bats, junior size (12)
Softball bases (4 sets)
Softball catchers' masks and body protectors (4)
Softball batting tees (2)
Softball gloves (10)
Football tees, plastic (2)

MODIFIED INDIVIDUAL AND DUAL SPORTS AND GAMES

Jacks (60)
Balls: 4" or 6" rubber utility or playground balls for use as handballs (4); paddle tennis balls (12); table tennis balls (12); tetherballs with rope and snap (6)
Horseshoe sets: rubber shoes and metal stakes (2)
Shuffleboard sets: disks and cues (2)
Deck tennis rings (8)
Aerial tennis darts (12)
Aerial tennis rackets (8)
Paddle tennis paddles (8)
Paddle tennis nets (3)
Table tennis tables (2)
Table tennis nets, with brackets (3)
Table tennis paddles (10)
Bowling pins, with balls (2 sets)

Plastic scoops and playballs to match (8)
Croquet set (1)

STUNTS AND SELF-TESTING ACTIVITIES

Climbing ropes, knotted (4)
Portable balance beams, 4" wide, 12' long (2)
Plastic, waterproof tumbling mats, 5' x 8' x 2" (4)
Wands for stunts (12)
Medicine balls, small (4)
Long piece of heavy manila rope, for tug-of-war (1)
High-jump standards, junior, with crossbars (2)
Peg boards (2)

CLASSROOM ACTIVITIES

Table games, purchased and homemade
Darts and target, magnetic or suction type
Bowling sets, pins, balls and cages
Ring toss sets

MISCELLANEOUS EQUIPMENT AND SUPPLIES

Outdoor block and box building materials. E.g., safety hollow blocks, steering wheels, planks, walking and jumping boards with cleats on end, saw horses, ladders, barrels
Truck and airplane inner tubes
Sandbox items. E.g., pails, wooden spoons, molds, sifters, sieves
Colored arm sashes for squad identification
Whistles (keep sterilized)
Hand pump with gauge (ball inflator)
Ball-repair kit
Ball-marking kit
Friction tape for mending and for wrapping bat handles
First-aid kit
Stop watch (kept in office)
Clipboard, pencils and paper for recording test scores and names of children using equipment and supplies
Needles for inflating balls
Wood-handled lacing needle
Metal snaps for tetherball ropes and volleyball nets
Rope: 100' length
Roll of yarn, for running events
Wide-mouth canvas or net-type bags with tags and ropes
Line marker for painting lines on blacktop
Dry-lime marker for lining field games area
Portable chalkboard
Measuring tape

Schools which do not have a central supply room may find it helpful to use a portable metal or wood storage box which can be wheeled

to and from the play areas with ease. Although such a container would not be adequate to hold all the necessary supplies for a well balanced program, it can at least house some of the essential items for before-school and noon-hour use. Plans for custom-built supply carts should provide for large rubber wheels, wide handles, separate wheel brakes and various-size compartments for the items to be carried.

Handy supply containers. Large, wide-mouth canvas or net-type bags with tie-up ropes prove highly suitable for holding equipment in the central supply room. On each bag can be tied a 3″ x 5″ piece of plyboard to which is stapled a similar sized card indicating the type and number of items included in the bag. Using such tags makes it easy to check the contents of each bag when checking them in and out of the supply room. This method prevents scattering or loss of balls when they are not being used in the physical education program.

Care of equipment and supplies. Along with the acquisition of adequate equipment and supplies comes the need for children to assume responsibility for their use and care. Proper attitudes in this regard might well be developed during teacher-pupil planning sessions, where procedures for equipment use and care can be discussed. This is one of the areas of physical education which contributes to good citizenship.

Each teacher will discover necessary procedures for his particular situation, but many classroom problems have a common denominator. The following suggestions have helped in many schools:

1. List the price of supplies and equipment on the bulletin board, as an "eye-opener" to the money-conscious child.
2. Assign pupils to take inventory of supplies and equipment.
3. Exhibit torn and damaged supplies that have been subjected to improper use.
4. Illustrate the internal structure of various balls, bats, bean bags and hand pump (ball inflator).
5. Give proper instruction on how to inflate a ball.
6. Instruct on how to mark materials properly.
7. Explain how balls should not be used (i.e., sitting on them, kicking utility or playground balls, or playing with tetherball when it is not attached to the pole.
8. Develop class pride in ownership of physical education supplies.

Varied and creative use of equipment. Expanded use of equip-

ment through the creativity of the teacher and pupils is a valid concern in program planning. Initial ideas presented by the teacher should be helpful in stimulating ingenious participation by the children. For example:

EQUIPMENT	USE OF EQUIPMENT
Horizontal ladder	Hang "like a chair" (knees up). Hang "like a pair of scissors" (legs are blades).
Jungle gym	Create story plays in this locale. The gym may be a house, fort, tree, mountain, sailing ship.
Crawl-through pipe	When feasible, older children can use it as a ball target or curved backboard, creating their own goals and rules in new games.
Stump, boulder, or mound of earth	If it has an interesting shape, it may be more than a climbing or jumping object. It may be used for mimetics or story plays: "Jump off the boat and swim to shore!"
Wooden boat, train, wagon, fire engine, or automobile (permanently installed on cement slab)	Riding these brings into use many possibilities for dramatizing things talked about and read about in the classroom.

Facility-Related Behavior Aspects

Facility-related problems on the playground may be of two sorts: (1) those associated with crowded conditions; and (2) those associated with arrangement of play areas.

Overcrowded playgrounds. Crowded playground conditions, in which many children engage in too few constructive activities, may allow opportunities for children to be disorderly and quarrelsome. The existence of an adequate variety of facilities and equipment may help remedy such unhealthy play situations. For example, to accommodate the largest number of pupils, facilities should allow for such varied small-group games as hopscotch, rope jumping, jump and reach, rope or pole climbing, bowling, shuffleboard, target-toss, basket shooting, O'Leary, four squares, tetherball, handball, apparatus activities, and practice of individual skills.

Arrangement of play areas. A second type of behavior problem often involves conflict between children of markedly different ages, interests or abilities. For instance, fourth graders may disturb the sandbox play of first graders, or sixth-grade boys may run through the marble rings of some third graders. Such conditions may be al-

leviated by well marked organized play areas, separated according to early- and middle-childhood levels whenever possible. Other placement aspects should also be considered. For example, rope jumping or hopscotch would be more appropriately placed near an unused wall or fringe area than near the relay lanes, just as ball-game areas should be somewhat removed from apparatus and quiet-activity areas. Of course, other means of separating conflicting groups or activities are through careful scheduling of classes, wise use of pupil leadership, and alert teacher supervision.

Master planning helps. The proper placement of play areas and their relationships to each other should be given prime consideration in developing a master plan for a school site. A well-thought-through master plan serves as a practical and usable guide for the placement and erection of facilities and equipment to carry out each phase of the physical education program.

Taking Stock

Appraisal of facilities, equipment and supplies is, in many schools, a joint teacher-administrator project. Through the teacher's firsthand knowledge of class and program needs and through the administrator's over-all view of school program needs and budget limitations, a satisfactory evaluation and plan for action can usually be made. The following questions, as interpreted throughout this chapter, are suggested as guide lines for the teacher's part in such an appraisal:

1. Will our school facilities, equipment and supplies adequately serve the program I have planned? What can I do if they are inadequate?
2. Will each *phase* of the program have at least a minimum coverage?
3. Are my classroom equipment and supplies adequate?
4. Do I need to find new uses for limited play areas?
5. How will my program teach the care and use of equipment and supplies?
6. Does my school have a master plan on site development?

CHAPTER VII

Sources for Creative Ideas

Creativity on the part of the classroom physical educator can often mean the difference between a well outlined program and a well functioning program. Most teachers are familiar with the usual resources that can be used in other parts of the curriculum, but many of these same resources have never been even casually associated with the physical education program.

This chapter is directed toward the teacher who wishes to reflect in *new ways* on new sources for creative ideas as well as on resources which may have been common to him for years. It is a chapter to be read while wearing one's "thinking cap," so to speak. For it is from the individual teacher, and through his own creativity in relation to his specific class situation that unique and successful new teaching ideas and techniques evolve.

Physical Resources

Facilities, equipment and supplies comprise much of the physical environment of the school and are valuable resources for carrying out physical activities. When physical resources are limited there are ways to create and use new facilities, equipment and supplies to add new life and zest to the physical education program. For example, the mere addition of various colored lines, circles and squares for numerous activities on multi-use paved areas and on the gymnasium floor

allows for wider and more controlled activities. Homemade equipment (balance beams, high-jump standards, playhouses, climbing fences, crawl-through boxes, horizontal ladder, miniature fire engine, boat, wagon) and supplies (bean bags, paddles, bowling pins, shuffleboard disks and cues, and colored arm bands) can be constructed where money is unavailable for their purchase. Making such needed school items is a good service project for PTA and other community groups.

Such school facilities as the lunchroom, library, health clinic, and materials center serve as readily available resources in physical education. The lunchroom and health clinic can serve as ideal laboratories for learning proper nutrition and bodily health as they relate to physical education. For example, with the aid of these facilities the teacher can more easily encourage the child to keep a graphic record of his height, weight, eating and sleeping habits, illnesses and outdoor play. The library and materials center have a diversified range of instructional materials such as books, films, models and records to enrich the child's understanding, appreciation and skill in physical education. It is not unusual for the child to be motivated to greater efforts in physical activities because of his direct exposure to sport stories, motion pictures and still pictures dealing with physical activities. For example, the simple device of beginning a volleyball unit with a film showing a competent team in action can prove highly stimulating to sixth graders.

The Community as a Resource

The physical resources of most communities offer much to an ongoing program of physical education. The teacher and class may be able to avail themselves of such opportunities as parks, community recreation centers, libraries, museums, swimming pools, playgrounds, hiking trails, nature areas, bowling alleys, gymnasiums, and church and service facilities. Community facilities should be used only when they provide additional experiences not possible through the use of those at school. For example, when a school is lacking in play-group apparatus it seems reasonable to assume that utilization of the local community apparatus is justified.

Community swimming pool. The use of a community swimming pool is a valuable supplement to any elementary school program of

physical education. Usually the local YMCA, or YWCA, or some other agency will make swimming lessons available to school children. Administrative procedure can allow children to take advantage of such opportunity. Any added recreational swimming which can be arranged provides optimum big-muscle activity. With competent instruction most primary-grade children can be taught the basic fundamentals of swimming within a relatively short period of time.

Continuity of pupil experiences. Community, neighborhood, backyard and family recreation experiences can do much to enrich the school physical education program. Familiarity with the nature of the child's out-of-school activities can reveal individual recreational interests that may be integrated into his physical education program. Conversely, physical activities within the school program can develop or intensify interests in home and community recreation.

Supplementing class reading. Community field trips can give the child concrete experiences to supplement his more vicarious classroom experiences. For example, trips to museums, colleges, high schools, festive folk dances, stunts and tumbling demonstrations, pageants, sportsmens' shows, and well known athletic events serve to round out the meaning of sports and technical descriptions of sporting events that have been read about in class; studies about particular dances and athletic events of other countries; and newspaper and magazine reports on athletic games played are all rewarding.

A class project. An interesting class project of an integrative nature could be provided by a study of existing agencies and institutions that are closely affiliated with physical education. This could be developed through a class-written booklet on facilities and activities available through the community centers.

Printed Material

Books on elementary school physical education provide the teacher with a resource to help plan, conduct and evaluate his program. Included in many of the professional books are analyses and descriptions of suggested physical activities appropriate to the various grade levels.[1]

Sports Illustrated is outstanding for bulletin board display materials. Children's magazines, such as *Boy's Life,* often have articles and pictures dealing with some aspect of physical education.

1. See Selected Reading List, p. 120.

Illustrated booklets on how to play various sports are usually available from such organizations as the United States Rubber Company, Voit Rubber Corporation, Converse Rubber Company, Hood Rubber Company, Pennsylvania Rubber Company and Union Oil Company. Although these booklets have been written primarily for children, they offer the teacher a simple review on sports.

Curricular Materials

Bulletins, courses of studies, syllabi, and newsletters which give practical suggestions for teaching physical education might well be some of the most valuable resources the teacher has at his command, mainly because they are practical and current. For example, the Los Angeles City School District has published a teaching guide for grades three, four, five and six entitled, *Planned Physical Activity: A Key to Good Health and Citizenship,*[2] which is an outstanding source in the area of elementary school physical education.

There are many curricular sources available that provide the teacher with practical helps in conducting his daily program. Some teachers like to keep a physical education teaching file in which they record ideas on 3″ x 5″ or 4″ x 6″ cards. For example, before a teacher attempts to teach a new dance he can refresh his memory of the floor pattern by looking over his own written description of the activity.

Current Events Sources

Newspaper articles, pictures, and lists of team standings serve as good resource material for pupils. They may be brought to class as current events, bulletin board material which exemplifies a theme, or as topics of related interest in current class study and discussion. For example, articles on unsportsmanlike incidents can provoke discussion among class members for purposes of learning acceptable play etiquette for the various activities.

Audio-Visual Materials

Audio-visual materials serve three main purposes in physical education: (1) they demonstrate; (2) they motivate; and (3) they help the child to integrate. In these capacities, films, filmstrips, slides, recordings, radio, television, charts, diagrams and models can validly serve teaching purposes, as well as ease the load of teacher prepara-

2. Available on written request to the Los Angeles City School District.

tion. Principals, consultants, supervisors, and county or district audio-visual aids centers will usually provide lists of these aids and their sources.

Films. Films, filmstrips and color-film slides are useful for illustrating physical skills, sports fundamentals, rules, strategy and functions of players in various positions. They can be used to help the teacher introduce a new activity, to point out and explain a particular skill or group movement, to serve as a flexible standard for skill achievement, and as a means for discussion to clarify procedure in physical activities. For example, a film on net ball could illustrate how to serve and hit the ball, illustrate how the rules are put into operation, and simple tips on strategy. Colorful filmstrips, with coordinated sound recordings, on beginning tumbling, basketball and volleyball have been produced by the Athletic Institute,[3] and are especially useful for the fifth and sixth grades.

Records. The teaching of folk and square dancing, fundamental and creative rhythms, and social dancing may often be made easier, especially for the inexperienced teacher, by the use of good phonograph records. Especially usable for folk and square dancing are the instructional records which focus on the talk-through, walk-through system of initial instruction followed by the actual doing of the dance. Record albums that are appropriate for elementary school use are included in the Selected Record List (p. 124).

Tape recordings. The use of tape recordings provides an interesting means of integrating physical education with other areas of the curriculum, such as language arts and fine arts. Tape recordings allow children an opportunity to record their voices while giving directions to the class on how to play a familiar game, or after preparing dialogues or skits on physical education competences. Group planning and evaluation sessions, too, can be recorded and played back for purposes of analysis. Talks on the theme "What good sportsmanship means to me" can be recorded and played back for purposes of discussion. Sometimes it is highly desirable to record famous sayings or speeches of sports heroes for later reference.

Planned television viewing. Many radio and television programs which deal with sports on the American scene can lend pertinent information and zest to teacher-pupil planning and evaluation sessions. A radio and television program guide, covering sports or

3. 209 South State Street, Chicago, Illinois.

physical activities, can be drawn up for children to use at home. Interest in this area may lead to class development of mock radio or television programs in sports, games, and stunts and tumbling. Children with poor skill habits can learn much about what constitutes good form by watching an expert in action. Some teachers use televised programs of the World Series to stress concepts of fair play and sportsmanship, rules of the game, strategy and position play, and terminology.

Other aids. Charts, pictures, diagrams, models and specimens help children to visualize easily and to understand skills and concepts. Charts, magnetic and flannel boards can be used to spotlight playing positions in various games and spell out terminology peculiar to the activity. Pictures, which are clear and colorful, help the child visualize physical skills, over-all activities and sport scenes. Figure illustrations that show playing positions and help explain game rules are important teaching aids. Individual and group skills charts showing progress made in self-testing events (stunts and tumbling) and sports-type skills can be a strong motivating device for many children.

Pupil-made models and figures. Miniature pupil-made models of gymnasium, playroom, classroom and outdoor play area, showing existing equipment, can be used in discussions emphasizing safety factors in play. Pipe cleaners and cardboard cutouts can be made into figures showing game formations, principles of movement, and rotation of players to various game positions. Dolls can be displayed in the classroom to show the dancing costumes of the various countries being studied. Anatomical models can serve as references in pointing out particular muscles used in physical activities and how beneficial exercise is in developing the organs of the body. Properly constructed wooden or paper manikins can be used to explain some basic concepts in posture education. New forms of sculptured play equipment now being used on playgrounds might serve as a take-off point for the development of other types of playground "miniatures" by children.

Human Resources

The teacher's most valuable and readily available resource is his own creativeness, imagination and insight for solving problems, guiding children, and facilitating learning experiences. The teacher who

has the talent to provide a good environment for learning has an inner, and lasting, resource for continuous program improvement. He is a resource unto himself.

Even when handicapped by a poor physical and psychological school climate the resourceful, insightful teacher finds ways and means to enrich his physical education program. For example, when playground equipment is lacking for adventurous big-muscle activity this teacher could pursue at least four avenues of solution: (1) ask his administrator for the needed equipment; (2) secure modified equipment such as tree stumps, boulders, climbing fence, or wooden volleyball and basketball standards; (3) work toward community and parent cooperation in constructing some equipment; (4) capitalize on natural resources of school grounds.

The development of the teacher's resourcefulness is a continuous and active process which he must pursue when confronted with various problems and situations. This means he must practice looking at a particular situation and seeing creative possibilities within it.

Other Teachers as Resources

The inquiring teacher has a ready resource at hand when he avails himself of the information and insight obtained from the tested ideas of other teachers in his school. Often casual conversation among teachers reveals much to the observant teacher who is looking for new suggestions. Other teachers can also serve as good sounding boards for a new idea that a teacher would like to try. Teachers with special ability in physical education prove helpful when they combine their classes with those of less experienced teachers for purposes of demonstrating and teaching activities. In this way the more experienced pupils in the activity can give needed individual help to the less experienced.

The Principal as a Resource

A competent principal is an invaluable resource for the teacher in physical education. He can assume the roles of demonstrator, guidance worker, co-scheduler, supply facilitator, evaluator, observer, interest-stimulator and helper in solving problems. Continuous improvement in the area of physical education is possible in a school where the principal is both helpful and understanding. Close working relationship between principal and classroom physical educator

helps to create a nonthreatening environment where mistakes are permissible and good work is recognized. The principal's understanding of the role and needs of the classroom teacher in physical education enables him to establish workable policies and procedures that are helpful to the teacher.

The principal who really functions as a resource person or consultant in physical education can be of help to the teacher in the following ways:

1. Locate and facilitate use of human and physical resources.
2. Channel special services to the teacher. E.g., nurse, custodian.
3. Direct current publications toward the teacher's desk.
4. Encourage and assist in the formulation of in-service programs.
5. Conduct necessary demonstrations, and in some instances assist the teacher of the self-contained classroom. E.g., teaching skills, testing.
6. Organize meetings for group discussions and individual conferences with principal or physical education consultant.
7. Make all pupil records available to teachers.
8. Allocate time at teachers' meetings for discussion of physical education problems.
9. Allow opportunities for flexible scheduling.
10. Provide needed facilities, equipment and supplies.
11. Provide the necessary machinery for diagnosing pupil needs and progress through evaluative techniques.
12. Orient teachers to administrative procedures in regard to physical education. E.g., distribution of supplies, allocation of play space.
13. Help plan, when necessary, units of work.
14. Help make arrangements for class excursions.
15. Help interpret the physical education program to the public. E.g., newsletters, Father-Daughter night.
16. Provide opportunity for teachers to observe other teachers and classes in action.
17. Observe and evaluate the teacher's program of physical education and help him with redirection when necessary.

The Consultant or Supervisor as a Resource

The teacher who has the services of a competent supervisor or consultant in physical education has a valuable means whereby he can improve his skills in planning, executing and evaluating his pro-

gram. The consultant can provide some of the same help which the principal might otherwise provide, but he is a more specialized source of help than the principal. The types of services which such a resource person can provide include demonstrations; teaching guides; teacher intervisitations; special bulletins; aid in planning the over-all program, units or lesson plans; individual and group conferences for discussing problems; orientation of new teachers to physical education policies and procedures; observation of teaching methods; referral of teachers to conferences, workshops, extension courses; and information on desirable teaching aids.

The personality of the consultant. From the teacher's point of view it is helpful for him to become acquainted with the consultant and his personality as early as possible. This is the first and basic step toward working cooperatively with this type of resource person. Most teachers are adept at working with individuals through their many classroom experiences with children, but a good acquaintanceship is necessary to this function. Teacher and consultant (or supervisor) work best together on an interpersonal basis, devoid of the pressure of authority or the fear of inadequacy. Should this relationship be difficult to foster the following points may suggest avenues of consideration for the teacher:

1. Make a deliberate effort to get to know the consultant or supervisor personally.
2. Ask the consultant to come and visit your classroom during the physical education period.
3. Ask simple questions which point up your problems.
4. Become clear on what services the consultant can provide.
5. Help the consultant to understand the make-up of your particular class and some of the experiences that have been successful and unsuccessful.
6. Frankly admit any professional deficiencies you might have and ask for help in overcoming them.
7. If you feel uncomfortable about the consultant's unexpected visits to your physical education class indicate your feelings to him.
8. Thank the consultant for any helpful suggestions that have worked.
9. Make the consultant feel welcome at any social affairs where you are present.

10. Provide opportunities for the consultant to get to know individual children in your class.

The physical education consultant is valuable because he has a wealth of knowledge and skill in his special field. In many school districts he provides the teacher with numerous teaching aids and is able to help solve many of the physical education problems. However, in some districts there is a prevailing attitude against supervisors in general, accompanied by premeditated attempts by teachers to avoid them when possible. This is often a personality problem. The foregoing discussion and suggested points for consideration are presented to the teacher with the idea that he may be somewhat of a pioneer (to his own benefit) in the field of teacher-pupil-supervisor human relations. Of course, such action by the teacher must be sincere, even though it may seem one-sided at first glance. It is worth a try if a teacher wants to grow professionally in physical education through an otherwise unusable source of help.

Special Services as a Resource

Special services which have rich resource potential for the teacher include two broad categories: (1) professional and nonprofessional personnel of a specific school or school district, such as nurses, doctors, guidance and psychology workers, librarians, dietitians, consultants, custodians, cooks, and office personnel; and (2) college courses (regular, summer, extension) and professional group meetings (workshops, conferences, conventions). These special services can contribute to the solution of many physical education problems, as well as provide variety and interest in the program. Some of the resource potential of professional and nonprofessional personnel includes:

1. Opinions from doctor and nurse as to the types of activity appropriate for particular children with questionable health.
2. Information from guidance and psychology workers on using sociometric techniques for the class group.
3. Stimulation and motivation from the librarian on appropriate sports stories and other sources of written information.
4. Understanding of the value of a correct diet for full participation in physical activities as explained by the dietitian.
5. Integration of physical education with other areas of the curriculum through the use of special and general consultants.

6. Special hobbies, interests or abilities of professional and non-professional personnel.

7. Information gained from custodians about what particular children are like. (In some schools the custodian is the most popular man on the playground. He can be an invaluable observer of children.)

8. Information from psychology workers on what guided physical education experiences are needed by various children.

Parents as a Resource

Parents can be effectively used as a resource in at least two ways. Since most parents are familiar with their children they can provide the teacher with pertinent information to help him guide the child's experiences in physical education. Second, some parents possess special talent in physical education that can be used to advantage in program improvement, as discussed in the following section on community resources.

Community Adults as a Resource

In nearly every community there are adults who are willing and qualified to talk, present a film, or lead interesting discussions or demonstrations on some aspect of physical education. For example, there may be those who would be qualified to give an exposition on a sport, a player, a team, a group of dances, or on a game or event which they had witnessed personally. What could be more exciting and educational than a firsthand description of the Olympic Games by some enthusiastic adult? Some adults may prove very helpful in demonstrating physical skills and activities for the class. A male demonstrator is often a good variation in an elementary school without men teachers. Occasionally, a sports hero might be available to stimulate a new activity or enrich an old one. Sports photographers, sports writers, sports announcers are other suggested resources for pupil motivation in physical education. Preplanning by the teacher or cooperative planning by the class should determine what the group would like to gain from an invited guest. Follow-up discussions and evaluation by the class are recommended to complete this type of learning experience.

Through the use of a community-distributed questionnaire teachers can gather pertinent information on interests, abilities and avail-

ability of adults as resource persons for the physical education program. This information can be arranged in an adult-talent file for future use in enriching physical education experiences.

The Child as a Resource

Although each child has a unique rate of growth there are common characteristics at each maturation level. A knowledge of these factors can serve as resource for the teacher. When the teacher goes through the cooperative processes of planning, evaluating and executing with his class he is making direct use of the child as a resource. The unified effort of group endeavors through group discussion and subsequent action usually results in practical ideas and suggestions for improving the physical education program. For instance, it is not uncommon for a class to suggest workable ways of organizing and conducting class activities; to plan next steps in light of evaluations made; to give individual and group demonstrations of activities; to care for and distribute supplies; to make practical suggestions on the integration of physical education; to help make the schedule; and to help make better use of existing equipment and facilities. The older child can be used as resource in helping the teacher conduct physical activities. For example, in testing physical performance squad leaders and their assistants can help the teacher make the best use of time available for the project. There are also times when it might be desirable to use "teacher assistants" from higher grades in the same school.

In conclusion, the teacher's understanding of his pupils can be profitably supplemented by a personal fund of ideas and techniques for physical education, and by the accompanying pupil participation in all aspects of the program. Learning situations based on such joint teacher-pupil involvement may well be expected to provide desired outcomes in physical education and promote increased integration of pupils with their society.

Selected Reading List

Part I

American Association for Health, Physical Education and Recreation. *Children in Focus: Their Health and Activity.* (Yearbook, 1954.) Washington, D. C.: The Association, 1954. 277p.

Twenty-four well-known authorities contribute to this comprehensive yearbook, centering around such themes as "The Child and His World"; "Planning a Program"; "Content of the Program"; and "After-School Experiences." Specific topics which are appropriate for the classroom teacher include "The Skill-Learning Years" by Jay B. Nash; "What Types of Movement Experiences?" by Elsa Schneider; and "What Stand on Competition?" by Grant Dalstrom. Focus is on the child mainly and what the teacher can do to guide and understand him better in his physical activities.

LaSalle, Dorothy. *Guidance of Children through Physical Education.* 2d ed. New York: The Ronald Press Company, 1957. 375p.

Emphasis is placed on the role of the teacher as a guidance person in the development of the whole child through physical education. Guidance for health, skill development, emotional development, and democratic living are discussed, with practical suggestions given to help the child grow in self-discipline and self-control through group interaction. Potential value and objectives of physical education, determining children's needs, class management and methods of evaluation are considered. Part 2 deals with curriculum materials in physical education for each grade level, devotes careful attention to the analysis of skills and activities appropriate for age and grade levels. Attainable goals which are appropriate to the ages of children are listed.

Latchaw, Marjorie. *A Pocket Guide of Games and Rhythms for the Elementary School.* Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1956. 316p.

This easy-to-use reference is a collection of group games and rhythms for grades 1–6. Most of the physical activities are organized under specific skill categories, making it convenient to find games and rhythms which help develop physical and socio-emotional skills by grade levels. Although this small book cannot serve as the teacher's sole reference in selecting games and rhythms it should not be overlooked as a practical, everyday source in physical education.

McNeely, Simon A., and Schneider, Elsa. *Physical Education in the School*

Child's Day. (Bulletin No. 14.) U. S. Office of Education, Washington, D. C.: Govt. Printing Office, 1950. 94p

Focus is on the child—what he is like, how his needs can be met through physical education, and ways to plan his physical activity program to integrate with total school programing. Informative and practical program suggestions for physical education activities for different types of children. Suggested references are excellent.

National Conference on Physical Education for Children of Elementary School Age. *Physical Education for Children of Elementary School Age.* (Report of the conference.) Chicago: The Athletic Institute, 1951. 47p.

This informative report is the result of the combined thinking of a group of specialists in child growth and development, classroom teaching, physical education, recreation, and school and college administration. Answers are proposed to such questions as: "How can we tell what activities are good for children?" "What kinds of facilities, equipment and supplies are needed?" "How much time in the school day should be given to physical education?" In addition to this, suggestions are given on such topics as school and community cooperation, teacher preparation, and ways of evaluating changes in boys and girls.

Schneider, Elsa., ed. *Physical Education in Small Schools: with Suggestions Relating to Health and Recreation.* The Department of Rural Education and the American Association for Health, Physical Education and Recreation. Washington, D. C.: The National Education Association, 1954. 159p.

Emphasis is on activities suitable for small schools, particularly in rural areas. Simple musical scores and illustrations of courts, player formations, skill techniques, charts, and homemade supplies and equipment are useful. Consideration is given to characteristics and needs of children as they apply to physical education, and simple descriptions of appropriate activities for each grade level. Suggested references are excellent.

Sehon, Elizabeth L., and others. *Physical Education Methods for Elementary Schools.* 2d ed. Philadelphia: W. B. Saunders Company, 1953. 455p.

Detailed treatment is given to planning the program, games of simple and more complex organization, rhythmical activities, classroom activities and playground supervision. Chapters on sports units, integrated programs, and audio-visual aids are especially well done. Although limited treatment is given to a description of activities, helpful charts are provided to help analyze skills for activities of various grade levels.

Van Hagen, Winifred, Dexter, Genevie, and Williams, Jesse Feiring. *Physical Education in the Elementary School.* Sacramento: California State Department of Education, 1951. 1008p.

One of the best comprehensive sources of reference for elementary school physical education. Part 1 deals with the characteristics of a sound physical education program. Part 2 describes physical activities appropriate for grades one through eight. An analysis of skills suitable for the various levels

is discussed. Many good illustrations of courts, playing positions (formations), skill techniques, charts, graphs and photographs are included. Suggested references are excellent.

Vannier, Maryhelen, and Foster, Mildred. *Teaching Physical Education in Elementary Schools.* Philadelphia: W. B. Saunders Company, 1954. 351p.

Written for the elementary classroom teacher, the specialized teacher of physical education and the college student majoring in elementary education. It is an excellent source book of activities, with useful suggestions on how to teach children through these activities. Only those activities that have been successful in actual practice have been chosen for inclusion in the book. The illustrations of activity skills are excellent and should be helpful in teaching skills. In addition, camping and outing activities and restricted programs for atypical children are discussed.

Part II

American Association for Health, Physical Education and Recreation. *Desirable Athletic Competition for Children.* (Report of the Joint Committee on Athletic Competition for Children of Elementary and Junior High School Age.) Washington, D. C.: The Association, 1952. 46p.

Andrews, Gladys. *Creative Rhythmic Movement for Children.* Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1954. 198p.

Bauer, Lois W., and Reed, Barbara A. *Dance and Play Activities for the Elementary Grades.* 2 vols. New York: Chartwell House, Inc., 1953. 281p.

Caswell, Hollis L., and Foshay, Wellesley. *Education in the Elementary School.* New York: American Book Company, 1950. 406p.

Fraser, Ellen D., Bransford, Joan B., and Hastings, Mamie. *The Child and Physical Education.* Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1956. 304p.

Hunt, Sarah Ethridge, and Cain, Ethel. *Games the World Around.* New York; A. S. Barnes and Company, 1957. 402p.

Irwin, Leslie W. *The Curriculum in Health and Physical Education.* St. Louis, Mo.: C. V. Mosby Company, 1951. 302p.

Jones, Edwina, Morgan, Edna, and Stevens, Gladys. *Methods and Materials in Elementary Physical Education.* Yonkers, New York: World Book Company, 1950. 258p.

Kelly, Ellen Davis. *Teaching Posture and Body Mechanics.* New York: A. S. Barnes and Company, 1949. 212p.

Larson, Leonard A., and Hill, Lucille F. *Physical Education in the Elementary School.* New York, Henry Holt and Company, 1957. 376p.

Los Angeles City School Districts, Division of Instructional Services. *Planned Physical Activity: a Key to Good Health and Citizenship.* Teaching guide for 3d–6th grades. (School Publication No. 537.) Los Angeles, 1952. 354p.

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O'Keefe, Pattric Ruth, and Fahey, Helen. *Education through Physical Activities: Physical Education and Recreation for Elementary Grades.* St. Louis, Mo.: C. V. Mosby Company, 1949. 309p.

Salt, E. Benton, and others. *Teaching Physical Education in the Elementary School.* New York: A. S. Barnes and Company, 1942. 340p.

Sheehy, Emma Dickson. *There's Music in Children.* Rev. ed. New York: Henry Holt and Company, 1952. 152p.

Stuart, Frances R. *Classroom Activities.* Washington, D. C.: American Association for Health, Physical Education and Recreation, 1956. 64p.

Williams, Jesse Feiring. *The Principles of Physical Education.* 6th ed. Philadelphia: W. B. Saunders Company, 1954. 366p.

Selected Record List

Basic Rhythms Album. Designed for use with the *Basic Rhythms Book* by Dorothy S. Ainsworth and Ruth Evans. (Album No. BR1.) Beginning and advanced, with a section adapted for elementary school children.

Available from: Stanley Bowmar Company, 12 Cleveland Street, Valhalla, New York.

Childhood Rhythm Records. (Series 1–10) Arranged and recorded by Ruth Evans. Albums of piano recordings include:

Early-childhood level: Fundamental; Animal and Toy; Play and Character Rhythms (Series 1). Rhythm Combinations; Bouncing Balls and Jumping Rope; Interpretive and Dance Rhythms (Series 2). Animal and Character Rhythms; Ball Bouncing and Tumbling Rhythms; Play and Dance Rhythms (Series 5). Nursery Rhythms and Singing Games (Series 7). Animal, Play and Combination Rhythms (Series 9).

Middle-childhood level: Metrics, Fundamental and Basic Movement Rhythms (Series 3). Dances for Children—e.g., Ace of Diamond, The Crested Hen (Series 8). Folk Dances—e.g., Broom Dance, Donkey Dance (Series 10).

All grades: Dances for Children—e.g., Yankee Doodle, Dixie (Series 4). Games and Dances—e.g., Push the Business On, Mexican Social Dance (Series 6).

Available from: Ruth Evans, Childhood Rhythm Records, 326 Forest Park Avenue, Springfield 5, Massachusetts.

Creative Rhythm Albums. Arranged and recorded by Joseph Burns and Edith Wheeler. Verbal story in each record. About 32 rhythmical activities in each album. *Album O:* The Circus. *Album R:* Visit to the Farm. *Album S:* The Seasons. *Album T*: Visit to the Park.

Available from: Stanley Bowmar Company, 12 Cleveland Street, Valhalla, New York.

Creative Rhythm Records for Children, by Phoebe James. Piano, percussion and singing accompaniments. Fundamental, free and animal rhythms. Seasonal, story and social-study-related rhythms. Twenty-two graded records; examples are: *AED4:* Garden Varieties (K–4th grades); *AED10:* An Indian Dance and Drum Beats (3d–6th grades); *AED15:* Halloween Rhythms (K–4th grades); *AED19:* The Story of Lumber (3d–8th grades).

Available from: Phoebe James Products, Box 134, Pacific Palisades, California.

Folk Dance Records. Albums 1 and 2. Arranged and recorded by Joseph

Burns, Ruth Evans and Edith Wheeler. Album 1 consists of simple dances for children on the early-childhood level (e.g., Danish Dance of Greeting, Bleking). Album 2 consists of dances for children on the middle-childhood level (e.g., Heel and Toe Polka, Swedish Clap Dance).

Available from: Stanley Bowmar Company, 12 Cleveland Street, Valhalla, New York.

Folk Dance Records, by Pioneer. Graded piano recordings, each containing several dances; examples are: *No. 3002:* Little Pony, The Swing, Rig-a-Jig, Three Funny Old Men (1st grade); *No. 3017:* Gooseberry Girl, Kaca, Paw Paw Patch, Rise Sugar Rise (4th grade); *No. 3020:* Dixie Mixer, Palpankili, Veleta, Tovacov (6th grade).

Available from: Stanley Bowmar Company, 12 Cleveland Street, Valhalla, New York.

Folk Dances. Arranged and recorded by Joseph Burns and Edith Wheeler. Albums G, H and J consist of 16 popular folk dances each. Music only; no instructions.

Available from: Stanley Bowmar Company, 12 Cleveland Street, Valhalla, New York.

Fun and Fitness with Music. (Crystal Records.) Exercises and music written by Iva Cotulla; rhythmic organ interpretations by Henry Schelb. A selection of one-record rhythm albums with illustrated exercises to fit the music; examples are: Wooden Shoes—for standing and walking correctly; Child's Prayer—for muscle relaxation; Sailing—for balance and graceful movement.

Available from: Jeri Productions, 2518 Hyperion Avenue, Los Angeles 27, California.

Happy Hour Records: Basic Dances for Children. Phil Boutelje, director of music, with the Windsor Orchestra. Record *A7S1:* 3d grade; *A7S2:* 4th grade; *W-7S3:* 5th grade; *W-7S4:* 6th grade.

Available from: Windsor Records, 5528 North Rosemead Boulevard, Temple City, California.

Holiday Time Album. (Album No. B302.) Two-piano recording by Lucille Wood and Ruth Tarner. Year-round rhythm themes, including Going Home from School, Halloween, Thanksgiving, Birthday March, Christmas, St. Valentine's Day, Washington's and Lincoln's Birthdays, Easter and May Day.

Available from: Bowmar Records, 4921 Santa Monica Boulevard, Los Angeles 29, California.

Honor Your Partner Albums, by Ed Durlacher. (10 albums) Walk-through, talk-through method of teaching square dances, mixers, couple dances, rhythms, play party and singing games. Progressive steps and dancing on each record. Allow time to do the steps after directions are given.

Available from: Children's Music Center, 2823 West 8 Street, Los Angeles 5, California; and from Square Dance Associates, Freeport, New York.

Mexican Folk Dances. Authentic Mexican music. Simple, printed instructions with the album; 6 dances, including La Raspa, Chihuahua, and La Cucaracha.

Available from: Bowmar Records, 4921 Santa Monica Boulevard, Los Angeles 29, California.

Music for Rhythms and Dance. (Album No. 4: Freda Miller Records.) Composed and played by Freda Miller. This piano recording offers suggestions for various movement patterns, story ideas and creative rhythms. No singing or speaking with the music. Directed to the teacher without special training.

Available from: Freda D. Miller, 237 East 81 Street, New York 28, New York.

Posture Paul. (Crystal Records) Lyrics by Geraldine Jensen. Illustrated album about a streetcar that knows all about good posture. To the tune of "Oh, Suzanna." Offers opportunity for children to color, and to sing and play posture games; on early-childhood level.

Available from: Jeri Productions, 2518 Hyperion Avenue, Los Angeles 27, California.

Rhythm Is Fun. (Album No. B300) Album conceived by Fredricka Moore. Music composed and played by Inez Shubert. Very elementary rhythms including drum beats for basic locomotor movements.

Available from: Stanley Bowmar Company, 12 Cleveland Street, Valhalla, New York.

Rhythm Time. (Album No. B301) Two-piano recording by Lucille Wood and Ruth Tarner. Includes basic, combination, mechanical and circus rhythms. Booklet of suggested uses included with album.

Available from: Bowmar Records, 4921 Santa Monica Boulevard, Los Angeles 29, California.

Rhythm Time Records, by Elizabeth L. Sehon and Emma Lou O'Brien. Series 1 contains two records on the farm and one on play activities. Series 2 contains two records on nighttime experiences and one on play activities. Simple, nondirective suggestions are given for the activities.

Available from: Rhythm Time Records, P. O. Box 1106, Santa Barbara, California.

Rhythmic Activity Album, by Florence Bassett and Cora Mae Chestnut. Two-piano accompaniment for basic rhythm activities and combinations. Music for dramatization and creative dance. Illustrated booklet of practical suggestions included.

Available from: Children's Music Center, 2823 West 8 Street, Los Angeles 5, California.

Rhythmic Play, by Sally Tobin Dietrich. Two categories in the single album: Let's Play and Let's Pretend. Mild dissonance introduced in some of the music.

Available from: Stanley Bowmar Company, 12 Cleveland Street, Valhalla, New York.

Rhythms, Singing Games and Folk Dances. Based on the California State Dept. of Education manual, *Physical Education in the Elementary School. Album 4:* Folk Dances; *Album 5:* American Folk Dances; *Album 6:* Latin American Folk Dances. Orchestrated. Oral, walk-through instructions. Eight dances in each album.

Available from: Bowmar Records, 4921 Santa Monica Boulevard, Los Angeles 29, California.

The Richard G. Kraus Selections. Edited and graded by Richard G. Kraus.

Singing Games for Primary Grades. Set No. 1 (RCA-Victor Album E87). Twenty-one singing games with instructions by Edna Doll. K–2d grades.

Lively Folk Dance Group. Set No. 2 (RCA-Victor). Easily taught. Michael Herman's orchestra. 3d–6th grades.

"World of Fun" Folk Dances. Set No. 3 (Methodist Publishing House). Eight popular folk dances for elementary and older children. Supervised by Larry Eisenberg. 3d-6th grades.

Play Party Mixers Group. Set No. 4 (Folk Dancer). Traditional American singing games chosen by Hane Farwell. Elementary and junior high grades.

"Let's Square Dance." Set No. 5 (RCA-Victor Album 3000), 3rd–4th grades. Set No. 6 (RCA-Victor Album 3001), 5th–6th grades. Set No. 7 (RCA-Victor Album 3002), 7th–8th grades. Each album has six square dances, a circle dance and a line dance. Calls are on the records. Complete written directions. Prepared and called by Richard Kraus.

Available from: Chartwell House, Inc., 112 East 19 Street, New York 3, New York.

World of Fun Series. Produced by Larry Eisenberg; recording by RCA-Victor. Examples of records, representing the various countries: *M101:* Hungarian, Lithuanian, Swiss, Austrian; *M102:* Irish, German, Danish; *M105:* Danish, Russian, Spanish, Belgian; *M106:* Danish, Mexican, English, Finnish; *M110:* English, Scottish, Finnish.

Available from: Methodist Publishing Company, 125 East Sunset Boulevard, Los Angeles 12, California.

Square Dance Album 1. Walk-through instructions by Gary Cashman; calls by Wynn Granger and the Adirondack Rhythm Boys. For beginners in square dancing. Dances include Little Liza Jane, Hoe Down and others.

Available from: Dance Master System, 41 Holmes Court, Albany, New York.

Square Dances. Calls by Fenton "Jonesy" Jones. Three albums, each containing 8 dances. For those who know how to square dance.

Available from: Stanley Bowmar Company, 12 Cleveland Street, Valhalla, New York.